

SPRINGFIELD BOARD OF EDUCATION
Springfield, New Jersey
REGULAR MEETING NOVEMBER 17, 2008

A Regular Meeting of the Board of Education of the Township of Springfield in the County of Union, New Jersey, was held at the Jonathan Dayton High School Instructional Media Center-First Floor on Monday, November 17, 2008 at 7:30 P.M.

President's Statement: Pursuant to the New Jersey Open Public Meetings Act, Public Law 1975, Chapter 231, the Board Secretary caused notice of the meeting to be given to the public and the press on April 21, 2008.

1. CALL TO ORDER

The meeting was called to order by Board President, Mr. Anthony Delia

Present: Miss Linda Duke, Mr. Donato Circelli, Mr. Andrew Fekete, Mr. Irwin Sablosky, Mrs. Jacqueline Shanes, Mr. Jeff Strumpf, Mrs. Patricia Venezia, Mr. Anthony Delia

Absent: Dr. David Hollander

Also

Present: Mr. Michael Davino, Superintendent
Mrs. Hillary Corburn, Assistant Superintendent
Mr. Matthew A. Clarke, Business Administrator/Board Secretary
Mrs. Elyn Atherton, Director of Human Resources

2. PLEDGE OF ALLEGIANCE

3. COMMUNICATIONS

- Thank you note from Lynn O'Connor for library book donation in memory of her father.
- Invitation from the law firm of Schwartz Simon for the Board to attend a seminar on *Ethics for School Board Members*
- NJSBA Delegate Assembly is November 22, 2008

4. MINUTES

Moved by Miss Duke and seconded by Mr. Sablosky, to approve the following minutes:

Regular Meeting	- November 3, 2008
Executive Meeting	- November 3, 2008

Yeas: Unanimous by all Members present.

MOTION CARRIED

5. SUPERINTENDENT'S REPORT

Mr. Davino reviewed the following items:

- A. "Project Citizen" visit from the Senegal and Serbian delegation at FMG
- B. The NJ Association of School Librarians recognized Michael Antolino as *Administrator of the Year*
- C. Jacqueline Kuczynski, signed with Boston University. Ms. Kuczynski's signing can be viewed on the district webpage

DRAFT COPY SUBJECT TO REVISIONS BY BOARD

D. Matthew Clarke reviewed the Annual Financial report for 2008

8. PUBLIC SESSION (7:50 PM)

The public had no comments regarding the agenda

9. BILL LIST

Moved by Mr. Sablosky, seconded by Mrs. Shanes, to approve computer checks numbered 020292 through 020553 and wire transfer 800049 in the amount of \$3,286,738.76 minus voided check numbers 02077, 020080 and 020232 in the amount of \$6,534.59 for a grand total of \$3,280,204.17.

Yeas: Mr. Andrew Fekete, Mrs. Jacqueline Shanes, Mr. Jeff Strumpf,
Mrs. Patricia Venezia, Mr. Anthony Delia

Abstention: Miss Linda Duke, Mr. Donato Circelli, Mr. Irwin Sablosky

MOTION CARRIED

10. BOARD SECRETARY REPORT

Moved by Mr. Sablosky, seconded by Mrs. Shanes, to approve the Board Secretary's Report dated September 30, 2008 and that it be received and placed on file.

Yeas: Mr. Andrew Fekete, Mrs. Jacqueline Shanes, Mr. Jeff Strumpf,
Mrs. Patricia Venezia, Mr. Anthony Delia

Abstention: Miss Linda Duke, Mr. Donato Circelli, Mr. Irwin Sablosky

MOTION CARRIED

11. TREASURER'S REPORT

Moved by Mr. Sablosky, seconded by Mrs. Shanes, to approve the Treasurer's Report dated September 30, 2008 and that it be received and placed on file.

Yeas: Mr. Andrew Fekete, Mrs. Jacqueline Shanes, Mr. Jeff Strumpf,
Mrs. Patricia Venezia, Mr. Anthony Delia

Abstention: Miss Linda Duke, Mr. Donato Circelli, Mr. Irwin Sablosky

MOTION CARRIED

12. LEGAL CERTIFICATION

Moved by Mr. Sablosky, seconded by Mrs. Shanes, Pursuant to N.J.A.C. 6:20-2.13 (e) and after review of the Board Secretary's and Treasurer's monthly financial reports and upon consultation with the appropriate district officials, I move the Board certify that to the best of its knowledge as of September 30, 2008 no major account or fund has been over expended in violation of N.J.A.C. 6:20-2.13 (b) and that sufficient funds are available to meet the district's financial obligations for the remainder of the fiscal year.

Yeas: Mr. Andrew Fekete, Mrs. Jacqueline Shanes, Mr. Jeff Strumpf,
Mrs. Patricia Venezia, Mr. Anthony Delia

Abstention: Miss Linda Duke, Mr. Donato Circelli, Mr. Irwin Sablosky

MOTION CARRIED

DRAFT COPY SUBJECT TO REVISIONS BY BOARD

13. COMPREHENSIVE ANNUAL FINANCIAL REPORT

Moved by Mr. Sablosky, seconded by Mrs. Shanes, approval of the resolution to accept the Comprehensive Annual Financial Report for the fiscal year ended June 30, 2008 and the accompanying Auditor's Management Report on Administrative Findings completed by Cannone and Company, P.A., and to authorize the administration to implement the recommendations as stated in the report, and adopt the Corrective Action Plan. (Attachment A)

Yeas: Mr. Andrew Fekete, Mrs. Jacqueline Shanes, Mr. Jeff Strumpf,
Mrs. Patricia Venezia, Mr. Anthony Delia

Abstention: Miss Linda Duke, Mr. Donato Circelli, Mr. Irwin Sablosky

MOTION CARRIED

14. NEW DEPOSITORY FOR SCHOOL FUNDS

Moved by Mr. Sablosky, seconded by Mrs. Shanes, to approve designating the following bank as its depository for school district funds, beginning January 1, 2009 in accordance with RFP of October 14, 2008 -

Investors Savings Bank

(Local Branch)

173 Mountain Avenue &

207 Morris Avenue

Springfield, NJ 07081

(Corporate)

101 JFK Parkway

Short Hills, NJ 07078

Yeas: Unanimous by all Members present.

MOTION CARRIED

15. PERSONNEL APPOINTMENTS

Moved by Mrs. Shanes, seconded by Mrs. Venezia, at the recommendation of the Superintendent, approval of the appointment of personnel on the attachment. (Attachment B)

Yeas: Unanimous by all Members present.

MOTION CARRIED

16. PROFESSIONAL DEVELOPMENT TRAVEL

Moved by Mrs. Shanes, seconded by Mrs. Venezia, at the recommendation of the Superintendent, approval of the attached personnel travel for Professional Development. (Attachment C)

Yeas: Unanimous by all Members present.

MOTION CARRIED

17. TUITION GRANTS

Moved by Mrs. Shanes, seconded by Mrs. Venezia, at the recommendation of the Superintendent, approval of the attached personnel for following courses as being eligible for Tuition Grant reimbursement and applicable for advancement on the guide. (Attachment E)

Yeas: Unanimous by all Members present.

MOTION CARRIED

DRAFT COPY SUBJECT TO REVISIONS BY BOARD

18. STUDENTS TEACHERS

Moved by Mrs. Shanes, seconded by Mrs. Venezia, to approve the attached list of Student Teachers for the 2008 – 2009 school year. (Attachment F)

Yeas: Unanimous by all Members present.

MOTION CARRIED

19. MINOLTA COPIER DONATION

Moved by Mrs. Shanes, seconded by Mrs. Venezia, approval to accept the following donation to be utilized in the Springfield School District for the purpose of:

<u>Company/Organization</u>	<u>Purpose</u>	<u>Worth (less than \$500/more than \$500)</u>
Ruchowitz, Hausman,	Donation	More than \$500

Palmieri & Assoc., PA

(Copier – Minolta EP4050 CS/Pro - approximate value \$1,500.00)

Yeas: Unanimous by all Members present.

MOTION CARRIED

20. NEW CURRICULUM

Moved by Mrs. Shanes, seconded by Mrs. Venezia, at the recommendation of the Superintendent, approval of the attached new curriculum for the 2008 - 2009 school year. (Attachment G)

Yeas: Unanimous by all Members present.

MOTION CARRIED

21. PROFESSIONAL DEVELOPMENT TRAVEL

Moved by Mrs. Shanes, seconded by Mrs. Venezia, at the recommendation of the Superintendent, approval for Board Member, Donato Circelli's travel for Professional Development on November 22, 2008 to attend NJSBA Delegate Assembly meeting at a cost not to exceed \$100.00.

Yeas: Miss Linda Duke, Mr. Andrew Fekete, Mr. Irwin Sablosky, Mrs. Jacqueline Shanes, Mr. Jeff Strumpf, Mrs. Patricia Venezia, Mr. Anthony Delia

Abstention: Mr. Donato Circelli

MOTION CARRIED

22. SECOND AND FINAL READING OF POLICIES

Moved by Miss Duke, seconded by Mr. Sablosky, approval of the second and final reading of the following policies (Attachment H):

- | | |
|----------------|--|
| Policy #6145.6 | - Travel and Exchange Programs |
| Policy #6145.7 | - Social Events/Meetings |
| Policy #6145.8 | - Private Sponsored Excursions |
| Policy #6146 | - Graduation Requirements |
| Policy #6146.2 | - Promotion/Retention |
| Policy #6147 | - Standard of Proficiency |
| Policy #6147.1 | - Evaluation of Individual Student Performance |
| Policy #6153 | - Field Trips |
| Policy #6154 | - Homework/Make Up Work |
| Policy #6156 | - Instructional Planning/Scheduling |
| Policy #6160 | - Instructional Services and Resources |
| Policy #6161.1 | - Guidelines for Evaluation and Selection of Instructional Materials |
| Policy #6161.2 | - Complaints Regarding Instructional Materials |

DRAFT COPY SUBJECT TO REVISIONS BY BOARD

Policy #6162.4	- Community Resources
Policy #6162.5	- Research
Policy #6163.1	- Media Center/Library
Policy #6164.1	- Intervention and Referral Services for General Education Pupils
Policy #6164.2	- Guidance Services
Policy #6164.4	- Child Study Team
Policy #6171	- Special Instruction Programs
Policy #6171.1	- Remedial Instruction
Policy #6171.2	- Gifted and Talented
Policy #6171.3	- At Risk and Title I
Policy #6171.4	- Special Education
Policy #6172	- Alternative Educational Programs
Policy #6173	- Home Instruction/Bedside Instruction
Policy #6178	- Early Childhood Education/Preschool
Policy #6300	- Evaluation of the Instructional Program
Policy #7110	- Long-Range Facilities Planning
Policy #7115	- Developing Educational Specifications

Yeas: Unanimous by all Members present.

MOTION CARRIED

23. FIRST READING OF POLICY

Moved by Miss Duke, seconded by Mrs. Shanes, approval of the first reading of the following policies (Attachment I):

Policy #1311.1	- Political Activities
Policy #1313	- Gifts to School Personnel
Policy #4000	- Concepts and Roles in Personnel
Policy #4141	- Personnel/Certificated Staff Salary Adjustments
Policy #5141.6	- Adolescent Suicide Awareness and Prevention Programs
Policy #5201	- Harassment, Intimidation, Bullying and Hazing
Policy #7422	- School Integrated Pest Management Plan
Policy #9122	- Vice President
Policy #9130	- Committee of the Whole

Yeas: Unanimous by all Members present.

MOTION CARRIED

24. REMOVAL OF POLICIES

Moved by Miss Duke, seconded by Mrs. Venezia, approval of the first and final removal of the following policies:

Policy #1150	- Responsibilities of Board Members
Policy #1160	- Responsibilities of Board Members – Dissemination of Information
Policy #1420	- County and Intermediate Units
Policy #1430	- State and National Units
Policy #1500	- Relations Between Area, County, State, Regional and National Associations and the Schools
Policy #2130	- Administration Personnel
Policy #2260	- Needs Assessment
Policy #2400	- Evaluation of Educational Administration

DRAFT COPY SUBJECT TO REVISIONS BY BOARD

Policy #4110	- Tenure
Policy # 4118.2/4218.12	- Freedom of Speech
Policy #4120/4220	- Personnel
Policy #4143.1	- Summer Teaching and Curriculum Compensation
Policy #4219.231	- Commercial Drivers License
Policy #4310	- Retirement
Policy #5111.2	- Attendance
Policy #5131.4	- Campus Disturbance
Policy #6141.6	- Advance Placement
Policy #6142.9	- Arts
Policy #6145.5	- Organizations and Associations
Policy #6146.1	- Acceleration
Policy #6150	- Instructional Arrangements
Policy #6151	- Class Size
Policy #6161	- Equipment, Books and Materials
Policy #6171.41	- Preparing for Mainstreaming
Policy #6174	- Summer School
Policy #9110	- Number of Board Members
Policy #9111	- Board of Education Qualifications
Policy #9112	- Election
Policy #9133	- Special Committees Advisory Committees
Policy #9150	- Board Consultants

Yeas: Unanimous by all Members present.

MOTION CARRIED

25. 2nd PUBLIC SESSION (9:00 – 9:10 PM)

The following members of the public had comments regarding the school entry date, agenda item School Government # 6 (attachment G), Project Citizen, and Springfield Education Foundation (SEF) Holiday Cards:

Steve Friedman

Steve Wolcott

26. NEW BUSINESS

- a. Tri County School Boards meeting is scheduled for November 18th. Please confirm with the President if you will be attending. Reminder, no more than 4 members may attend.
- b. An intriguing dialogue occurred during the Project Citizen delegation visit between the Serbian Delegation and an FMG student who spoke the language.
- c. Financial Aid workshop for future college bound students is scheduled for November 18th at JDHS.
- d. FMG's musical production of *Willie Wonka* will be presented at JDHS on December 12th & 13th
- e. The *Bull Dog Auction* scheduled for November 19th at JDHS is sold out.
- f. This past weekend the Springfield Soccer Club had a wonderful experience playing on a synthetic surface
- g. Staff Daycare progress continues to move forward
- h. Retirement dinner for Marlene Moskowitz is this Thursday, November 20th
- i. School PTA's are up and running smoothly. The Board encourages the community to support and attend the school PTA functions and meetings.

DRAFT COPY SUBJECT TO REVISIONS BY BOARD

27. OLD BUSINESS

- a. Attendance at the Dayton drama production of *Dracula* was outstanding

28. ADJOURNMENT (9:24 PM)

Moved by Miss Duke, seconded by Mr. Fekete, to adjourn the meeting at 9:24 PM.

Yeas: Unanimous by all Members present.

MOTION CARRIED

Next Regular December 8, 2008 at 7:30 PM in the IMC at JDHS.

Matthew A. Clarke
Business Administrator/Board Secretary

**SPRINGFIELD PUBLIC SCHOOLS
CORRECTIVE ACTION PLAN**

Attachment (A)

Name of School: Springfield
 Type of Audit: Annual
 Date of Board Meeting: November 17, 2008
 Contact Person: Matthew A. Clarke
 Telephone Number: (973) 376-1025 Ext. 1210

County: Union

Recommendation Number	Corrective Action Approved by the Board	Method of Implementation	Person Responsible for Implementation	Completion Date of Implementation
<i>Treasurer's Records</i>				
2008-1	That the treasurer's and board secretaries record's agree.	The new treasurer and Bookkeepers shall collaborate each month during the closing time	Treasurer, Bookkeepers, Business Administrator	November 2008 - June 2009
<i>Other Special Federal and/or State Projects</i>				
2008-2	That a grant by grant accounting for all special revenue grants be maintained.	Additional generated spreadsheets to be maintained in the business office.	Bookkeeper Business Administrator	November 2008 forward...
<i>Payroll Records</i>				
2008-3	Payroll records and personnel changes to be initiated by someone other than the Payroll bookkeeper.	Payroll clerk will train human resource secretary on payroll information set-up with CSI.	P/R Bookkeeper, HR Secretary, Bus. Admin., HR Director	January 2009 forward...
<i>Student Body Activities</i>				
2008-4	That monthly bank reconciliations be performed on the JDHS athletic account	All copies of checks and deposits to be provided to the Business Office weekly. Copy of monthly reconciliation also to be provided to BO for accuracy review.	Athletics' Secretary, AD P/R Bookkeeper Business Administrator	November 2008 forward...
2008-5 (Athletic Activities)	That bank deposits be maintained, and available at time of audit.	Copies of all deposit slips to be provided with weekly submission to the Business Office.	Athletics' Secretary, AD P/R BK, Bus. Admin.	November 2008 forward...
2008-6	That the source and nature of cash disbursements have proper supporting documentation.	Review with EVW Secretary proper forms of support documentation.	EVW Secretary, Principal Business Administrator	November 2008 forward...
2008-7 (EVW Activities)	That a 2nd signature for activity checks be included on all checks issued.	Review with EVW Secretary proper handling of checks in the absence of the Principal.	EVW Secretary, Principal Business Administrator	November 2008 forward...
2008-8 (JC Activities)	That the checkbook reflect the monthly bank reconciliations adjustments.	Review with JC Secretary proper handling of of monthly closing adjustments.	JC Secretary, Principal Business Administrator	November 2008 forward...
2008-9 (FMG Activities)	That outstanding checks from 1997 & 1998 be voided and reversed.	Review with FMG Secretary proper handling of of monthly outstanding (stale) checks.	FMG Secretary, Principal Business Administrator	November 2008 forward...
2008-10	That detail accounting for clubs and activities at JDHS be available monthly.	Copies of all club and organization records be provided monthly with reconciliation.	JDHS Secretary, Principal P/R BK, Bus. Admin.	November 2008 forward...
2008-11 (JDHS Activities)	That monthly bank reconciliations be performed on the JDHS student activities account	All copies of checks and deposits to be provided to the Business Office weekly. Copy of monthly reconciliation also to be provided to BO for accuracy review.	JDHS Secretary, Principal P/R Bookkeeper Business Administrator	November 2008 forward...

**SPRINGFIELD PUBLIC SCHOOLS
CORRECTIVE ACTION PLAN**

Attachment (A)

Chief School Administrator

School Business Administrator/Board Secretary

November 17, 2008

November 17, 2008

Date

Date

C: County Superintendent

**Springfield Public Schools
Personnel**

Attachment (B)

Last Name <i>Certificated</i>	First Name	Position	Location	Guide/Step	Salary	Replacement/ Renewal/New	Additional Information	Effective Date
Borton	Bonnie	Mentor	FMG	----	\$ 550.00	----	for E. Schaeffer	11/1/08-6/30/09
Webster	Susie	Mentor	Walton	----	\$ 550.00	----	for M.Brito	12/1/08-6/30/09
Abbate	Michael	Web Design Club	JCS	*	\$42.44/hour	----	up to 20 hours	9/1/08-6/30/09
Brito	Melissa	Leave Replacement	Walton	Step 0/BA	\$49,550.00	----	revised date	12/15/08-5/19/09

Last Name <i>Non-Certificated</i>	First Name	Position	Location	Guide/Step	Salary	Replacement/ Renewal/New	Additional Information	Effective Date
Bhasin	Priya	Instructional Aide	District	*	\$ 14.87	----	< 29.75 hours/week	12/1/08-6/30/09
Kluber	Lynn	Lunch Aide	District	*	\$ 14.87	----	< 10 hours/week	11/18/08-6/30/09
Johnson	Melissa	Instructional Aide	District	*	\$ 14.87	----	< 29.75 hours/week	9/1/08-6/30/09
Acosta	Matthew	Technician	District	----	\$42,000.00	New/Replacemen	----	1/5/09 - 6/30/09

Last Name <i>Substitute/Home instructor</i>	First Name	Position	Location	Guide/Step	Salary	Replacement/ Renewal/New	Additional Information	Effective Date
Stewart	Courtney	Substitute Teacher	District	****	****	Renewal	----	11/18/08-6/30/09
Stockl	Karen	Substitute Teacher	District	****	****	Renewal	----	11/18/08-6/30/09
Nozza	Nicole	Substitute Teacher	District	****	****	New	----	11/18/08-6/30/09
Proto	Marisa	Substitute Teacher	District	****	****	New	----	11/18/08-6/30/09
Rahmani	Mansoor	Substitute Aide	District	****	****	New	----	11/18/08-6/30/09
Boettcher	Dina	Substitute Aide	District	****	****	New	----	11/18/08-6/30/09
Desai	Diptiben	Substitute Aide	District	****	****	New	----	11/18/08-6/30/09
Brito	Melissa	Substitute Leave	District	****	****	New	----	12/8/08-12/12/08

Last Name <i>Before and After School Program</i>	First Name	Position	Location	Guide/Step	Salary	replacment/ Renewal/New	Information	Effective Date
Schulz	Kristen	Group Leader	District	----	\$22/hour	New	----	9/1/08-6/30/09
Finan	Laura	Group Leader	District	----	\$22/hour	New	----	9/1/08-6/30/09
Nozza	Nicole	Group Leader	District	----	\$22/hour	New	----	9/1/08-6/30/09
Kluber	Lynn	Group Aide	District	----	\$14.30/hour	New	----	9/1/08-6/30/09

* In accordance with the Negotiated Contract between the Springfield BOE and the Springfield Education Association (July 1, 2007 - June 30, 2010)

**** Special Salaries, Compensation and Fees 2008 - 2009

**Workshop Requests
2008 - 2009**

Attachment (C)

Lname	Fname	Description	Date	Amount	Location
Ahrens	Allison	Managing Psychiatric Adolescents	11/21/08	\$ 50.00	Dist.
Bhasin	Kay	NJTESOL Fall Institute	12/2/08	\$ 89.00	Dist.
Bierly	Lisa	Intervention & Referral Services	1/7/09	\$ 105.00	JC
Blanchard-Salmon	Karen	Intervention & Referral Services	1/7/09	\$ 105.00	JC
Chang	Lauren	Rutgers Tech. in Ed. Conf.	12/5/08	\$ 150.00	JC
Collins	Bonny	Debt & Fiscal Policy-Stock Market	12/5/08	N/C	FMG
Finan	Laura	Rutgers Tech. in Ed. Conf.	12/5/08	\$ 150.00	JC
Gabriel	Leonard	Rutgers Tech. in Ed. Conf.	12/5/08	\$ 182.60	JC
Heron	Chris	Rutgers Tech. in Ed. Conf.	12/5/08	\$ 150.00	JC
Kielty	Tim	21st Century Learning	12/5/08	\$ 120.00	FMG
Louis	Lynn	Intervention & Referral Services	1/7/09	\$ 105.00	JC
Louis	Lynn	Rutgers Tech. in Ed. Conf.	12/5/08	\$ 150.00	JC
Louis	Lynn	Blogging/Podcasts	12/4/08	\$ 85.00	JC
Majewski	Patricia	Paraprofessionals Training	12/17/08	\$ 40.00	JC
Marshall	Kelly	Intervention & Referral Services	1/7/09	\$ 107.20	TLS
Masterson	Sarah	Intervention & Referral Services	1/7/09	\$ 105.00	EVW
McClure	Shannon	International Band & Orchestra Conf.	12/18-20/08	N/C	Dist.
Rennie	Dave	Intervention & Referral Services	1/7/09	\$ 105.00	JC
Salort	Barbara	Paraprofessionals Training	12/17/08	\$ 40.00	JC
Vaccarino	Leslie	Spec. Ed. Directors Topical Training	11/19/08	\$ 6.93	Dist
Zambolla	Marnie	Intervention & Referral Services	1/7/09	\$ 105.00	Dist
November 17, 2008					

**Special Education Request
Related Services/OOD Placements**

Attachment (D)

1. RELATED SERVICES REQUEST

Vendor	Related Service	Rate	Hours/days/weeks	Term	Student
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2. OUT OF DISTRICT PLACEMENT REQUEST

School/Placement	Student	Tuition	Term	Comments
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**TUITION GRANTS
SPRING 2009**

Attachment (E)

Lisa Bierly	Teaching for Success in the Multicultural Classroom	Graduate
	Teaching and Learning Through Multiple Intelligences	Graduate
Karen Blanchard-Salmon	Thesis or Department Project	Graduate
Julia Buban	It's All About You – Wellness and School	Graduate
	Teaching for Success in the Multicultural Classroom	Graduate
	Skills and Strategies for Inclusion and Disability Awareness	Graduate
Judy Cariani	Principles and Procedures in Counseling	Graduate
Stephanie Carlson	Action Research in Special Education	Graduate
Bryan Davison	Educational Research 3	ADMIN
	Field Study in Administration/Supervision 3	ADMIN
Sandra Diez	Languages and Linguistics	Graduate
Beth Elmo	Teaching for Success in the Multicultural Classroom	Graduate
	Assessment Techniques: Assessing for Student Learning	Graduate
	The Cooperative Classroom: Kagan's Instructional Practices	Graduate

**TUITION GRANTS
SPRING 2009**

Attachment (E)

Michelle Finelli	Research in Education II	Graduate
Ron Foster	Teaching for Success in the Multicultural Classroom	Graduate
	Teaching and Learning Through Multiple Intelligences	Graduate
Norman Francis	School Building and Planning and Plant Mgmt	ADMIN
	Mircocomputers for Administrators	ADMIN
	Intermediate Statistical Methods	ADMIN
Kathy Frankhouser	Teaching for Success in the Multicultural Classroom	Graduate
	Skills and Strategies for Inclusion and Disability Awareness	Graduate
Leonard Gabriel	Studies in the Creative Process	Graduate
Megan Griffin	Brain Based Teaching and Learning	Graduate
	Differentiated Instruction	Graduate
	The Kinesthetic Classroom	Graduate
Steve Griffiths	Teaching for Success in the Multicultural Classroom	Graduate
	Teaching and Learning Through Multiple Intelligences	Graduate
Devin Haggerty	MARYGROVE	
	Succeeding With Difficult Students	Graduate
	Assessment to Improve Student Learning	Graduate

**TUITION GRANTS
SPRING 2009**

Attachment (E)

Dolores Handy	MARYGROVE Succeeding With Difficult Students Assessment to Improve Student Learning	Graduate Graduate
Robert Hildebrand	MARYGROVE Succeeding With Difficult Students Assessment to Improve Student Learning	Graduate Graduate
Megan Kelly	The Kinesthetic Classroom – Teaching and Learning Through Movement	Graduate
Sarah Milochik	History of the Holocaust II Advanced Seminar II Lib Studies	Graduate Graduate
Rebecca Salomon	Cooperative Discipline Increasing Student Responsibility	Graduate Graduate
Susan Satter	MARYGROVE Succeeding With Difficult Students Assessment to Improve Student Learning	Graduate Graduate
Roxanne Silberto-Graham	Skills and Strategies for Inclusion & Disability Awareness Styles of Teaching: Personality Type in The Classroom Brain Based Teaching and Learning Increasing Student Responsibility and Self Discipline in Learning Communities	Graduate Graduate Graduate Graduate
Maria Sista	Family Therapy & Referral Networks Internship I	Graduate Graduate

**TUITION GRANTS
SPRING 2009**

Attachment (E)

Melanie Weiss	The Kinesthetic Classroom – Teaching and	
	Learning Through Movement	Graduate
	Differentiated Instruction	Graduate
	Brain Based Teaching and Learning	Graduate
Jacqueline Zika	Principles and Procedures of Counseling	Graduate
	Family Counseling	Graduate

Student Teachers 2008-2009 School Year

Student Teachers**Alina Abad**

College: Kean University
Assigned to: Walton School
Assignment Date: January 20 thru May 11, 2009
Cooperating Teacher: Kendra Kinney

Student Teachers**Stephen Bocian**

College: Kean University
Assigned to: JDHS
Assignment Date: March 16 thru May 11, 2009
Cooperating Teacher: Tracey Saladino

Student Teachers**Regina Clark**

College: Kean University
Assigned to: JDHS
Assignment Date: January 20 thru May 11, 2009
Cooperating Teacher: Lauren Rollis

Student Teachers**Cosmo DePinto**

College: Kean University
Assigned to: JDHS
Assignment Date: March 16 thru May 11, 2009
Cooperating Teacher: Robert Martin

Student Teachers**Adam Glyn**

College: Kean University
Assigned to: **Caldwell** ~~ January 20 thru March 13, 2009
Cooperating Teacher: Steve Griffiths **and**
Assigned to: **Gaudineer** ~~ March 16 thru May 11, 2009
Cooperating Teacher: Nick Corby

Student Teachers

Gwen Howard

College: Kean University
Assigned to: Walton School
Assignment Date: January 20 thru March 13, 2009
Cooperating Teacher: Donna Mertz-Burkhardt

Student Teachers

Kathleen Marketta

College: Kean University
Assigned to: Walton School
Assignment Date: January 20 thru May 11, 2009
Cooperating Teacher: Rebecca Perone

Student Teachers

Kaitlyn Moore

College: Seton Hall University
Assigned to: Walton School
Assignment Date: January 12 thru April 27, 2009
Cooperating Teacher: Dana Harms

Student Teachers

David Muroff

College: Kean University
Assigned to: Walton School
Assignment Date: January 20 thru March 13, 2009
Cooperating Teacher: Christina Alamorian

Student Teachers

Jennifer Ramirez

College: Kean University
Assigned to: Sandmeier School
Assignment Date: January 20 thru March 13, 2009
Cooperating Teacher: Leonard Gabriel

Student Teachers

College:

Assigned to:

Assignment Date:

Cooperating Teacher:

Jessica Silodor

Caldwell College

James Caldwell School

January 14 thru May 5, 2009

Kristen Schulz

Student Teachers

College:

Assigned to:

Assignment Date:

Cooperating Teacher:

Gina Timiraos

Kean University

Sandmeier School

January 20 thru May 11, 2009

LeEtta Palumbo

November 17, 2008

**CURRICULUM FOR
BOARD OF EDUCATION APPROVAL**

Sociology

High School

Psychology

High School

11/17/08

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: TRAVEL AND EXCHANGE PROGRAMS

The Board of Education recognizes the importance of intercultural and international education as an important part of a school program. To this end, the school district may, from time to time, have exchanges of teachers and pupils or both between various countries and areas of our country for limited periods of time.

The Board does not assume responsibility for payment of any expenses incurred in connection with these programs.

The Board of Education approves the attendance of foreign students in this school district during the school year, provided such students attend under the auspices of the American Field Services or a similar nationally recognized organization.

The Board of Education waives tuition in connection herewith.

Cross References:

5111 Admission
5118 Non Residents
5119 Transfers
5120 Assessment of Individual Needs

Approved: June 30, 1997
Revised: November 17, 2008

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: SOCIAL EVENTS/MEETINGS

School-related social activities assist pupils in learning how to enjoy worthwhile group events, how to conduct them, and how to contribute to the enjoyment of others. Therefore, school groups and classes may hold social events for their membership with proper authorization and under staff supervision, using school facilities.

No social function shall be held on school property, or be promoted as being a school-related function, without prior authorization by the principal.

The principal and the teaching staff shall evaluate social events in terms of contributions to pupil growth and morale, and shall develop procedures for scheduling and conducting such events, including proper chaperonage and policy coverage. The Superintendent shall be informed of all approved events.

Class Trips

All class trips shall be under the direct supervision of district staff members. The staff member in charge shall secure approval from the department supervisor and the principal and shall issue and collect parent/guardian permission slips. Students shall have parent/guardian permission slips signed. The principal or trip coordinator with the principal shall arrange transportation and shall determine the number of faculty and other chaperones based upon the number of students going on the trip. All school sponsored trips shall be covered by Board of Education insurance.

All applicable administrative codes must be followed.

Cross References:

1330 Use of Facilities
5113 Absences and Excuses
5131 Conduct/Discipline
6145.5 Student Organizations

Approved: June 30, 1997

Revised: November 17, 2008

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: PRIVATELY SPONSORED EXCURSIONS

Any privately sponsored trips are understood not to be endorsed by the Springfield Board of Education. To ensure that parents do not infer school sponsorship, the school cannot play any part in the planning, organization or administration of private trips. In following this policy, the Springfield Board of Education assumes no responsibility for non-sponsored school activities.

The Board of Education cannot support nor promote any privately sponsored trips.

Cross References:

1320 Participation in Out of School Activities
1324 Soliciting Funds From and By Students
3453 School Activity funds
5113 Absences and Excuses
5136 Fund Raising Activities
6153 Field Trips

Approved: August 28, 1989
Revised: June 30, 1997
Revised: November 17, 2008

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: GRADUATION REQUIREMENTS

In order to be graduated from the Springfield District high school, and receive a state-endorsed Board of Education diploma, a pupil must:

- A. Meet both state and district proficiency standards in the core curriculum content areas; achieve or exceed passing grade on HSPA;
- B. Complete successfully any course requirements stated in the administrative code, unless those of the district are greater, in which case the district's standard must be met. The proficiencies required must include the Core Curriculum Content Standards approved by the State Board of Education;
- C. Select and complete successfully enough elective credits to meet the district minimum of 130 credits.

Successful completion means that the pupil has demonstrated the degree of proficiency required by the district to indicate achievement of the district goals for the particular course, and has attended the required number of course sessions.

Transfer pupils must meet all state and local requirements in order to receive a diploma.

The Chief School Administrator shall put into effect the procedures necessary to assess each pupil upon entry into the system, and, annually thereafter, to identify those pupils not meeting the state or district proficiency requirements. He/she shall develop the programs necessary to remedy these deficiencies at the lowest possible grade level.

Basic Skills

Pupils who do not pass the NJASK8 shall be provided appropriate remediation.

Twelfth-grade pupils who have satisfied all other graduation requirements but have repeatedly failed the statewide examination shall receive an alternate assessment as provided by law.

Pupils with Limited English Proficiency

Pupils with limited English proficiency must be provided with the program opportunities required by law, and must fulfill the regular state and district requirements for graduation.

Special Education Pupils

A disabled pupil must meet all state and local high school graduation requirements in order to receive a state-endorsed high school diploma unless exempted in his/her IEP with the written approval of the Chief School Administrator.

A pupil who qualifies may take the Alternate Proficiency Assessment, if alternate requirements for graduation have been specified in his/her IEP.

By June 30 of a disabled pupil's last year in the elementary program, the pupil's case manager, parent/guardian and teacher(s) shall meet to review the instructional guide and basic plan of the pupil's IEP in view of the transition to the secondary program. Input from appropriate staff from the secondary school shall be part of the review.

The basic plan of the IEP for the pupil exiting the elementary program will address all the elements required in the administrative code. The description of the educational program will include exemptions, if any, from regular education program options or state and local graduation requirements including HSPA, along with the rationale for the exemptions. The exemptions must be approved in writing by the Chief School Administrator.

Required reviews of the IEP shall continue to address graduation requirements and shall explain why the proficiencies required for graduation are not part of the IEP.

Because graduation with a state-endorsed diploma is a change of placement that requires written notice, all procedures described in the administrative code shall be followed scrupulously. Procedures shall include written notice to parents/guardians that includes a copy of procedural safeguards published by the State Department of Education and opportunity for mediation or a due process hearing.

Proficiency

In consultation with appropriate professional staff, the Chief School Administrator shall develop and present to the Board for adoption indicators of achievement and standards of proficiency and attendance demonstrating successful completion of each course offered at every level of the high school. The proficiencies listed shall include but not be limited to those approved by the State Board of Education.

The subject matter and standards of proficiency shall be articulated with the district's elementary schools and with sending elementary districts.

In accordance with law, the Board of Education shall have copies of this policy distributed to all ninth-grade (or otherwise entering) pupils and their parents/guardians.

They shall also be informed as to the examinations, demonstrated proficiencies, course and credit hour requirements, attendance policies, and any other state and local requirements.

Proficiency requirements for each individual course shall be given to pupils on registering for the course.

The yearly program of studies for each pupil in the high school must be approved and signed by the parent/guardian, except in the case of 18-year-old pupils.

Early Graduation

Pupils who have clearly demonstrated a scholastic aptitude, an unusual readiness for the world of work, a financial need, or a serious health or family concern may be considered for early graduation. Minimal graduation requirements must be completed early. Approval must be obtained from the parents/guardians and the administration.

Pupil Enrollment in College Courses

The Board shall make reasonable efforts to develop articulation agreements with New Jersey colleges and universities to facilitate the delivery of college credit courses to qualified pupils. The Board shall determine eligibility requirements for these pupils and monitor the quality of the courses offered and college faculty who teach the courses.

Legal References:

- N.J.S.A. 18A:4-25 Prescribing minimum courses of study for public schools; approval of courses of study
- N.J.S.A. 18A:7C-1 Commissioner of education to develop a program of standards and guidelines
- N.J.S.A. 18A:7C-2 Boards of education; establishment of standards
- N.J.S.A. 18A:7C-4.1 Operation Recognition; purpose; eligibility; application procedure
- N.J.S.A. 18A:7C-5.1 Boards of education prohibited from excluding students from graduation ceremony or from obtaining yearbook for inability to pay fees
- N.J.S.A. 18A:7F-4 Periodic review of curriculum content standard by state board; establishment of thoroughness and efficiency standards and cost per pupil
- N.J.S.A. 18A:7F-29 Academic achievement reward program
- N.J.S.A. 18A:33-1 District to furnish suitable facilities; adoption of courses of study
- N.J.S.A. 18A:35-1 et seq. Curriculum and courses
- N.J.S.A. 18A:36-17 Credit of seniors in active military and naval service,
- N.J.A.C. 6:30-3.7 Graduation
- N.J.A.C. 6A:8-1.1 et seq. Standards and Assessment
- N.J.A.C. 6A:14-3.7 Individualized education program
- N.J.A.C. 6A:14-4.12 Graduation

N.J.A.C. 6A:15-1.11 Graduation requirements for limited English proficient
Students
N.J.A.C. 6A:23-8.3 Commissioner to ensure achievement of the Core Curriculum
Content Standards
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
N.J.A.C. 6A:32-2.1 Definitions
N.J.A.C. 6A:32-12.1 et seq. Annual Reporting and Planning Requirement
N.J.A.C. 6A:32-13.1 et seq. Student Behavior
N.J.A.C. 6A:32-14.1 et seq. State and Federally Mandated Programs and
Services

The Department of Education Website, <http://www.nj.gov/njded/assessment/>
(Lists the state assessment components)

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Manual for the Evaluation of Local School Districts

Cross References:

1120 Board of education meetings
5113 Absences and excuses
5120 Assessment of individual needs
5127 Commencement activities
6000 Concepts and roles in instruction
6010 Goals and objectives
6122 Articulation
6140 Curriculum adoption
6141.4 Independent study
6142 Subject fields
6142.2 English as a second language; bilingual/bicultural
6142.6 Basic skills
6145 Extracurricular activities
6147 Standards of proficiency
6154 Homework/makeup work
6171.4 Special education
6200 Adult community education

Approved: June 30, 1997

Revised: November 17, 2008

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: PROMOTION/RETENTION

The Board recognizes that personal, social, physical and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

The Chief School Administrator shall direct development of and the Board shall adopt detailed regulations to govern progress of pupils through levels K-12. The regulations shall include:

- A. Standards of proficiency related to district goals and objectives;
- B. Standards of attendance, and provision for review of mastery;
- C. Timely efforts to help all pupils achieve acceptable levels of proficiency;
- D. Timely notification of parents/guardians when there is a possibility of failure and immediate consultation with the parent/guardian if the pupils progress is not sufficient to meet promotion and remediation standards;
- E. Procedures for parents/guardians and adult pupils to appeal promotion/retention decisions;
- F. Procedures for involving parents/guardians in the design of the remedial program.

Parents/guardians will be notified whenever exceptions are contemplated in a pupil's normal progression from level to level. The final decision in all cases will rest with school authorities.

Legal References:

- N.J.S.A. 18A:4-24 Determining efficiency of schools; report to state board
- N.J.S.A. 18A:7C-2 Boards of education; establishment of standards
- N.J.S.A. 18A:35-4.9 Pupil promotion and remediation; policies and procedures
- N.J.A.C. 6A:8-4.1 Statewide assessment system
- N.J.A.C. 6A:8-4.2 Documentation of student achievement
- N.J.A.C. 6A:8-5.1 Graduation requirements
- N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
- N.J.A.C. 6A:32-14. Review of mandated programs and services

Wheatley v. Board of Education of City of Burlington, 1974 S.L.D. 851

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Manual for the Evaluation of Local School Districts

Cross References:

5113 Absences and excuses
5120 Assessment of individual needs
5124 Reporting to parents/guardians
6142 Subject fields
6142.2 English as a second language; bilingual/bicultural
6143 Curriculum guides
6145 Extracurricular activities
6146 Graduation requirements
6146.1 Acceleration
6147 Standards of proficiency
6147.1 Evaluation of individual student performance
6171.1 Remedial instruction
6171.3 At-risk and Title 1

Approved: August 28, 1989

Revised: June 30, 1997

Revised: November 17, 2008

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: STANDARDS OF PROFICIENCY

The Chief School Administrator, in consultation with teaching staff, shall develop criteria for evaluation, indicators of achievement of the criteria, and acceptable standards of achievement for all grade levels, courses and programs offered by the district. The criteria, indicators and standards must be related to district goals and objectives. Parents/guardians shall be informed in a timely manner whenever their child appears in danger of failing to meet required proficiency levels. Parents/guardians shall be strongly encouraged to participate in designing remedial plans for their children.

These standards of proficiency shall include but not be limited to those Core Curriculum Content Standards identified by the State Department of Education and shall form the basis for the district's grading system. The specific indicators of achievement and standards of proficiency developed for all courses and programs accepted for credit toward high school graduation shall be given to pupils and parents/guardians, in writing, at the time the pupil registers for the course.

By the date required by law, the Chief School Administrator shall annually report to the Board and the community at a regularly scheduled meeting an evaluation of pupil achievement toward meeting district and school goals and objectives.

Low pupil achievement shall be regarded by the Board as an indication that revisions are needed in educational programming, general strategy, staff resource use, staff evaluation, and/or other aspects of the learning program.

Legal References:

- N.J.S.A. 18A:7C-2 Boards of education; establishment of standards
- N.J.S.A. 18A:7E-2 through -5 School report card program
- N.J.S.A. 18A:7F-4 Periodic review of core curriculum content standard by state board; establishment of thoroughness and efficiency standards and cost per pupil
- N.J.S.A. 18A:7F-29 Academic achievement reward program
- N.J.S.A. 18A:35-4.9 Pupil promotion and remediation; policies and procedures
- N.J.A.C. 6A:8-1.1 et seq. Standards and Assessment
- N.J.A.C. 6A:14-4.11 Statewide assessment
- N.J.A.C. 6A:15-1.1 et seq. Bilingual Education

N.J.A.C. 6A:23-8.3 Commissioner to ensure achievement of the Core Curriculum Content Standards
N.J.A.C. 6A:30-1.1 et seq Evaluation of the Performance of School Districts
N.J.A.C. 6A:32-2.1 Definitions
N.J.A.C. 6A:32-12.1 et seq. Annual Reporting and Planning Requirement
N.J.A.C. 6A:32-13.1 et seq. Student Behavior
N.J.A.C. 6A:32-14.1 et seq. State and Federally Mandated Programs and Services

Abbott v. Burke, 149 N.J. 145 (1997) (Abbott IV)

Abbott v. Burke, 153 N.J. 480 (1998) (Abbott V)

Abbott v. Burke, 163 N.J. 95 (2000) (Abbott VI)

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Manual for the Evaluation of Local School Districts

Cross References:

1120 Board of education meetings
5113 Absences and excuses
5120 Assessment of individual needs
5124 Reporting to parents/guardians
5125 Pupil records
6000 Concepts and roles in instruction
6010 Goals and objectives
6140 Curriculum adoption
6141 Curriculum design/development
6146 Graduation requirements
6146.2 Promotion/retention
6171.1 Remedial instruction
6171.3 At-risk and Title I
6300 Evaluation of the instructional program

Approved: November 16, 1987

Revised: August 28, 1989

Revised: June 30, 1997

Revised: November 17, 2008

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

**POLICY: EVALUATION OF INDIVIDUAL STUDENT
PERFORMANCE**

Grading

The Chief School Administrator, in consultation with the teaching staff, shall develop a marking system to be used uniformly in the same grade level throughout the schools. The system should be clear, easily understood by parents/guardians and pupils, and able to be applied with consistency of interpretation. Computation of grade-point average shall be uniform throughout the district. Evaluation and grading symbols shall be intended to appraise the pupil's progress toward established goals and shall be a factor in graduation decisions.

The Board of Education encourages the certified staff, under the direction of the Chief School Administrator, to employ a comprehensive approach to the use of appraisal and evaluative techniques in monitoring pupil progress, including, but not limited to, written and oral teacher-made tests, performance observation, parent/guardian interviews, formal and informal evaluation techniques, use of cumulative pupil records, and medical examinations. Recognized standardized achievement tests may also be used in grades designated by the Board.

The Chief School Administrator shall have the right to review disputed grades and with Board approval to adjust them.

Testing

In addition to testing procedures established in policy 5120 Assessment of Individual Needs, the school district shall establish and maintain a general testing program to:

- A. Improve the instructional program to assist pupils in achieving the Core Curriculum Content Standards;
- B. Measure the needs and progress of individual pupils;
- C. Measure the achievement of grade levels;
- D. Allow comparison of district pupils with national or other norms;
- E. Aid in evaluation of programs.

The district testing program shall embody at least the tests required by state and federal law. The administration shall continually scrutinize the applicability and effectiveness of tests being used in the district.

School personnel shall not use tests, procedures or other guidance and counseling materials that are differentiated or stereotyped on the basis of race, color, creed, religion, gender, affectional or sexual orientation, ancestry, national origin or social or economic status.

Any requests for surveys, pupil observations, or pupil questionnaires must be forwarded through the principal's office to the Chief School Administrator's office for approval before any survey or observation can be conducted. *If the survey concerns any of the topics described in statute, the Chief School Administrator shall obtain written consent from parents/guardians or the students being surveyed at least two weeks prior to its administration.*

Individual results of standardized tests, including intelligence tests, shall be made available to parents/guardians upon their request, but shall be considered confidential information to be available only to authorized persons. School and district test results shall be discussed in a public meeting.

Legal References:

N.J.S.A. 18A:7C-3, -4, -6, -6.2 Remedial instruction for students not meeting graduation standards ...
N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:35-4 Pupil promotion and remediation, policies and Procedures
N.J.S.A. 18A:36-3 Written approval required prior to acquisition of certain survey information from students
N.J.S.A. 18A:54-2 Powers of board (county vocational schools)
N.J.A.C. 6A:7-1.7 Equality in school and classroom practice
N.J.A.C. 6A:8-1.1 et seq. Standards and Assessments
N.J.A.C. 6A:10A-3.1 et seq School districts-led standards-based instruction
N.J.A.C. 6A:16-1.4(c) District policies and procedures
N.J.A.C. 6A:30-1.4 Evaluation process for the annual review
N.J.A.C. 6A:32-2.1 Definitions
N.J.A.C. 6A:32-7.1 Student Records
N.J.A.C. 6A:32-12.2 School-level planning

34 CFR 98 Protection of Pupil Rights

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Talarsky v. Edison Township Board of Education, 1977 S.L.D. 862

Manual for the Evaluation of Local School Districts

Cross References:

1000/1010 Concepts and roles in community relations; goals and objectives

1120 Board of education meetings

5113 Absences and excuses

5120 Assessment of individual needs

5124 Reporting to parents/guardians

5125 Pupil records

5141.3 Health examinations and immunizations

6142.6 Basic skills

6146 Graduation requirements

6146.2 Promotion/retention

6147 Standards of proficiency

Approved: August 28, 1989

Revised: June 30 1997

Revised: November 17, 2008

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: FIELD TRIPS

The Board of Education recognizes that field trips, used as a device for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools.

For purposes of this policy, a field trip shall be defined as any journey by a group of pupils away from the school premises, under the supervision of a teacher, which is an integral part of an approved course of study and conducted for the purpose of affording a first-hand educational experience not available in the classroom.

When field trips and excursions are to be arranged, the following guidelines apply:

- A. All trips, and the arrangements for them including transportation, must have advance approval
- B. Costs must be ascertained.
- C. Each child who goes on a field trip or excursion must have written parental permission.
- D. Pupil safety must be of prime concern, and adequate supervision must be provided by staff aided by other adult chaperones if necessary.
- E. All trips must be well planned, properly timed, and related to regular learning activities, or to district goals and objectives.

No pupil is to be denied the right to participate in field trips which are part of the curriculum because of inability to pay.

The Chief School Administrator shall develop guidelines for planning trips suitable to the various grade levels, and regulations governing frequency, distance and expense.

The Board does not endorse, support or assume liability in any way for any staff member of this district who takes pupils on trips not approved by the board. No staff member may solicit pupils of this district for such trips within the facilities or on the school grounds of this district without Board permission.

Pupil Self-Administration of Medication

The Board shall permit self-administration of medication on field trips for asthma or other potentially life-threatening illnesses established by law and Board policy (see policy 5141.21).

Legal References:

- N.J.S.A. 18A:25-2 Authority over pupils
- N.J.S.A. 18A:36-21 through -23 Field trips; costs to be borne by parents or guardians ...
- N.J.S.A. 18A:36-35 School Internet web sites; disclosure of certain student information prohibited
- N.J.S.A. 18A:39-20.1 Transportation to and from related school activities in private vehicle with capacity of eight or less; authorization of qualified school personnel, state employees or parents
- N.J.S.A. 18A:40-12.3 through -12.4 Self-administration of medication by pupils; conditions ...
- N.J.S.A. 18A:40-12.5 Policy for emergency administration of epinephrine to public school pupils
- N.J.S.A. 18A:40-12.6 Administration of epinephrine; primary responsibility; parental consent
- N.J.A.C. 6A:27-1.1 et seq. Student transportation

Rhodes v. Caldwell Board of Education, 1981 S.L.D. 140

Cross References:

- 1210 Community organizations
- 1230 School-connected organizations
- 3450 Money in school buildings
- 3541.31 Privately owned vehicles
- 5020 Role of parents/guardians
- 5136 Fund-raising activities
- 5141.21 Administering medication
- 6145 Extracurricular activities
- 6154 Homework/makeup work

Approved: August 28, 1989

Revised: June 30, 1997

Revised: November 17, 2008

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 067081

POLICY: HOMEWORK/MAKE UP WORK

The Board of Education believes that homework relevant to material presented in class provides an opportunity to broaden, deepen or reinforce the pupil's knowledge. Teachers must use discretion in deciding the number and length of assignments. The Board encourages the use of interrelated major homework assignments such as term papers, themes and creative art projects.

Homework shall not be used for punitive reasons.

Pupils absent for any reason must make up assignments, classwork and tests within a reasonable length of time. In most cases, a reasonable length of time shall be the same number of school days as the days missed.

Pupils being excused for any reason must make arrangements with the teacher of the missed classes in order to make up the work missed. This must be done before the absence from class.

Incompletes

When a pupil does not complete work missed for absence or other reasons, he/she will receive an "incomplete" for the marking period. Pupils will be given 10 school days following the end of the marking period to make up the missed work.

If work critical to the pupil's understanding of the subject is not made up by the end of the next marking period, the grade for that subject area may be an "F."

If work is missing during the final marking period of the school year, the grade will be left to the discretion of the teacher. The teacher who has given an incomplete is responsible for reporting to the pupil *and his/her parents/guardians* the work he/she has missed and citing the consequences mentioned above.

Legal References:

N.J.S.A. 18A:11-1 General mandatory powers and duties
 N.J.S.A. 18A:36-14 Religious holidays; absence of pupils on; effect
 N.J.S.A. 18A:54-20 Powers of board (county vocational schools)
 N.J.A.C. 6A:32-10.1 et seq. Summer School Sessions

Cross References:

1320 Participation in out of school community activities
1322 Contests for pupils
5020 Role of parents/guardians
5113 Absences and excuses
5124 Reporting to parents/guardians
6145 Extracurricular activities
6153 Field trips
6174 Summer school

Approved: August 28, 1989

Revised: June 30, 1997

Revised: November 17, 2008

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: INSTRUCTIONAL PLANNING/SCHEDULING

The Chief School Administrator and staff shall keep abreast of developing technologies and teaching methodologies, investigating those likely to be of benefit to district pupils, and recommending them for Board consideration.

The Board recognizes that district pupils vary in learning styles and in ability. Therefore, the Chief School Administrator shall ensure that teaching staff adapt their instructional methods and arrangements to meet identified pupil needs and encourage maximum individual progress.

The Chief School Administrator shall ensure that district personnel, time and facilities are used in such a way as to provide the most favorable learning environment for all pupils, thus fostering achievement of district goals, objectives and standards.

Because the Board believes that pupils can learn better and faster when the skills learned in one discipline are integrated into another, programs, projects and units of study shall be encouraged that require the use of reading, writing and mathematics skills in conjunction with other areas of study, such as music, art, science, etc. The Board also encourages programs that call on various skill levels of several grades in one discipline, such as musical presentations, science fairs, and other similar efforts.

Every effort should be made to further district affirmative action/equity goals in developing instructional arrangements.

The Board directs that instruction be planned and scheduled in such a way that there is minimum disruption of the school day, including movement between classes and conflicting activities.

Nonpublic School Pupils

Required instructional services shall be delivered to nonpublic school pupils in facilities that are acceptable and convenient to staff and students.

Legal References:

N.J.S.A. 18A:33-1 District to furnish suitable facilities; adoption of courses of study

N.J.S.A. 18A:46-19.5 Consent of parent or guardian; location of provision

of services

N.J.S.A. 18A:46A-5 Consent of parent or guardian; location

N.J.A.C. 6A:8-1.1 et seq. Standards and Assessments

N.J.A.C. 6A:14-1.1 et seq. Special Education

N.J.A.C. 6A:15-1.1 et seq. Bilingual Education

N.J.A.C. 6A:26-12.1 et seq. Operation and Maintenance of Facilities

Agostini v. Felton, 521 U.S. 203 (1997), overruling Aguilar v. Felton, 473 U.S. (1985)

Cross References:

2224 Nondiscrimination/affirmative action

4113/4114 Assignment; transfer

5145.4 Equal educational opportunity

5200 Nonpublic school pupils

6010 Goals and objectives

6130 Organizational plan

6141.4 Independent study

6142.2 English as a second language; bilingual/bicultural

6151 Class size

6152 Grouping

6171.2 Gifted and talented

6171.4 Special education

Approved: August 28, 1989

Revised: June 30 1997

Revised: November 17, 2008

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: INSTRUCTIONAL SERVICES AND RESOURCES

The Board believes that personnel and materials appropriate to the needs of the school program must be available to each pupil and teacher.

To be in compliance with the requirements of federal law, the Board of Education directs the Chief School Administrator to distribute curriculum materials and instructional supplies to the schools in such a way that equivalence of such materials is ensured among the schools. Staff assignments shall comply with this directive.

When a school fails to achieve adequate yearly progress as defined by the state for two consecutive years, all provisions in federal law shall be followed.

The Board will endeavor to provide the supportive resources and personnel necessary for teachers to implement the approved curriculum in their classrooms and work effectively with children.

It will be the administration's responsibility to set up and maintain such central services for curriculum materials, including audiovisual materials, as are needed, and appropriate channels through which teachers and pupils will be supplied with these resources.

In addition, there will be a media resource center and media specialist to offer children instruction and teachers assistance in selecting and using learning resources.

Legal References:

N.J.S.A. 18A:34-1 Textbooks; selection; furnish free with supplies; appropriations
N.J.A.C. 6A:7-1.4 et seq. Responsibilities of the district board of education
N.J.A.C. 6A:8-2.1 Authority for educational goals and standards
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
N.J.A.C. 6A:32-14.1 Review of mandated programs and services

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Manual for the Evaluation of Local School Districts

Cross References:

3220/3230 State funds; federal funds
4113/4114 Assignment; transfer
4213/4214 Assignment; transfer
5145.4 Equal educational opportunity
6121 Nondiscrimination/affirmative action
6141 Curriculum design/development
6142.2 English as a second language; bilingual/bicultural
6161.1 Guidelines for evaluation and selection of instructional materials
6171.3 At-risk and Title 1
6171.4 Special education

Approved: June 27, 1988

Revised: August 28, 1989

Revised: June 30, 1997

Revised: November 17, 2008

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

**POLICY: GUIDELINES FOR EVALUATION AND SELECTION OF
INSTRUCTIONAL MATERIALS**

The Board of Education believes that textbooks should support and enrich the curriculum and make possible the achievement of the district's instructional goals. The Chief School Administrator shall develop procedures for continual review of new texts being offered and evaluation of those already in use to ensure that the textbooks used in this district are up-to-date in the factual matter they present and further the district's instructional goals. Textbooks and instructional materials should be judged by additional standards which shall include, but not be limited to:

- A. Does the material reflect the district's affirmative action/equity policy, which prohibits the teaching or encouragement of bias based on any categories listed in law or board policy?
- B. Does it help pupils develop abilities in critical reading and thinking?
- C. Does it provide effective basic or advanced education for the pupils for whom it is intended?

The review process shall:

- A. Be conducted by teaching staff members, particularly those teachers who will be using the materials as an integral part of the instructional program;
- B. Include a written review of the material which shall reflect the consensus of the teaching staff;
- C. Provide an opportunity for public inspection of the recommended text.

The Chief School Administrator shall develop administrative rules outlining a procedure for the selection of instructional materials that meets the above criteria. Instructional materials used within the district should be sufficient in quantity and scope to meet the needs of every pupil in the district.

The Board, by law, makes the final textbook selection decision. However, prior to final adoption, the recommendations resulting from each review will be given thorough consideration.

Any citizen who objects to the final selections made by the Board should follow the

procedures outlined in regulation 6161.2 Complaints regarding instructional materials.

Animal dissection is not required and alternative education to be provided:

The Board, by law, will allow pupils to refuse to participate in animal dissection.

1. The Board will offer an alternate education program for a course or portion of a course involving dissection of animals.
2. A public school pupil from kindergarten through grade 12 may refuse to dissect, vivisect, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.
 - a. "Alternative education project" means the use of video tapes, models, films, books, computers, or any other tools which provide an alternative method for obtaining and testing the knowledge, information, or experience required by a course of study.
 - b. "Animal" means any living organism that is an invertebrate, or is in the phylum chordata or organisms which have a notochord and includes an animal's cadaver or severed parts of an animal's cadaver.
3. The school shall notify pupils and their parents or guardians at the beginning of each school year of the right to decline to participate in the activities enumerated in subsection a. of this section and shall authorize parents or guardians to assert the right of their children to refuse to participate in these activities. Within two weeks of the receipt of the notice, the pupils, parents or guardians shall notify the school if the right to decline participation in the enumerated activities will be exercised.
4. Any pupil who chooses to refrain from participation in or observation of a portion of a course of instruction in accordance with this section shall be offered an alternative education project for the purpose of providing the pupil with the factual knowledge, information or experience required by the course of study. A pupil may refuse to participate in an alternative education project which involves or necessitates any harmful use of an animal or animal parts.
5. A pupil shall not be discriminated against, in grading or in any other manner, based upon a decision to exercise the rights afforded pursuant to this act.

Legal References:

N.J.S.A. 18A:4-25 Prescribing minimum courses of study for public schools; approval of courses of study
N.J.S.A. 18A:33-1 District to furnish suitable facilities; adoption of courses of study
N.J.S.A. 18A:34-1 Textbooks; selection; furnished free with supplies; appropriations

N.J.S.A. 18A:35-1 et seq. Curriculum and Courses

P.L. 2005, c. 266 Districts to provide an alternate to dissection

N.J.A.C. 6A:7-1.4 Responsibilities of the district board of education

N.J.A.C. 6A:23-6.1 et seq. Purchase and Loan of Textbooks

N.J.A.C. 6A:32-14.1 Review of mandated programs and services

Manual for the Evaluation of Local School Districts

Comprehensive Equity Plan, State Department of Education

Cross References:

1312 Community complaints and inquiries

2224 Nondiscrimination/affirmative action

5145.4 Equal educational opportunity

6000 Concepts and roles in instruction

6010 Goals and objectives

6121 Nondiscrimination/affirmative action

6140 Curriculum adoption

6141 Curriculum design/development

6142.1 Family life education

6144 Controversial issues

6161.2 Complaints regarding instructional materials

6163.1 Media center/library

Approved: August 28, 1989

Revised: June 30, 1997

Revised: November 17, 2008

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: COMPLAINTS REGARDING INSTRUCTIONAL MATERIALS

The Board recognizes that opinions may differ on the appropriateness of any given instructional materials and equipment. Occasionally an individual or group may find instructional materials used in the schools that conflict with their views. Any resident of this district shall have the right to present a request, suggestion or complaint in reference to the physical plant, playgrounds, subject matter or instructional materials.

The Chief School Administrator shall develop procedures to give careful consideration to such requests, suggestions or complaints. These procedures shall provide that:

- A. All such requests, suggestions or complaints be in writing;
- B. Whenever possible the process be initiated and solved at the lowest effective level;
- C. District response be courteous and prompt;
- D. Successive steps of appeal and mechanisms for review are available when necessary.

The use of challenged materials or equipment by class or school shall not be restricted until a final decision has been reached.

The final decision on controversial reading matter shall rest with the Board after careful examination and discussion of the book or reading matter with school officials or others the Board may wish to involve.

Legal Reference:

N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:54-20 Powers of board (county vocational schools)

Board of Education Island Trees U.F.S.D. v. Pico, 457 U.S. 853 (1982)

Cross References:

1312 Community complaints and inquiries

2220 Representative and deliberative groups

6144 Controversial issues

6161.1 Guidelines for evaluation and selection of instructional materials

Approved: August 28, 1989

Revised: November 17, 2008

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: COMMUNITY RESOURCES

The Board will draw on the knowledge and opinions of the community in developing mandated policies and programs in compliance with statute and administrative code, and to aid in meeting the district's identified needs.

The Board of Education encourages local businesses and individual residents who are especially qualified because of training, experience or interest to take an active part in the district's educational programs. Those persons and representatives of businesses identified by the Chief School Administrator and the staff and approved by the Board may be invited to act as advisors in groups or individually in appropriate circumstances and situations.

The district shall also take advantage of the physical and financial resources of the community and of organizations including businesses when such facilities or locations provide learning and enrichment opportunities not otherwise available to our pupils. Pupil safety shall be a primary concern in making use of such resources.

In accordance with law, the administration shall identify and establish working relationships with licensed community agencies that are involved in evaluation and treatment of drug/alcohol problems.

Special lecturers, when qualified in their subjects, may be requested to speak by the principal or members of the school staff, with the approval of the principal, before classes and assemblies of students of the school appropriate criteria and procedures shall be established by the administration for the consideration of such requests.

Procedures for approving community resources include:

1. Teacher requests for guest speakers and schedule of activities must be approved by the building principal.
2. These speakers shall not profit financially from said lectures
3. A teacher must remain in the classroom to supervise the students during the activity.
4. Recognition and letters of appreciation are the responsibility of the teacher making the arrangements for the guest speaker, and must be forwarded to the organization or speaker within two weeks following the event. A copy of the correspondence is to be given to the building principal.

Legal References:

N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:54-2 Powers of board (county vocational schools)
N.J.A.C. 6A:16-1.1 et seq. Programs to Support Student Development
N.J.A.C. 6A:30-1.4 Evaluation process for the annual review
N.J.A.C. 6A:32-12.1 Reporting requirements

Manual for the Evaluation of Local School Districts

Cross References:

1000/1010 Concepts and roles in community relations; goals and objectives
1210 Community organizations
1220 Ad hoc advisory committees
1410 Local units
1600 Relations between other entities and the district
3280 Gifts, grants and bequests
4222 Noninstructional aides
5131.6 Drugs, alcohol, tobacco (substance abuse)
6142.1 Family life education
6142.2 English as a second language; bilingual/bicultural
6142.13 HIV prevention education
6153 Field trips
6164.6 Tutoring
6171.2 Gifted and talented
6171.3 At-risk and Title 1
6171.4 Special education
9420 Recognition of individuals--citizens, pupils, staff members or members of board

Approved: February 10, 1986

Revised: August 28, 1989

Revised: June 30, 1997

Revised: November 17, 2008

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: RESEARCH

The Board of Education recognizes that educational research can be a valuable tool in identifying and applying strategies to enhance student achievement and in identifying factors that could prevent students from becoming contributing members of society. Surveys among student populations can be an important part of this research.

Students and parents/guardians retain certain rights, however, in the administration of surveys. The Board shall ensure that prior written consent is obtained from parents/guardians or emancipated students before any survey is administered that is funded in whole or in part by any program administered by the United States Department of Education, if the survey (analysis or evaluation) is designed to reveal information on any of the following:

- A. Political affiliations or beliefs of the student or the student's parents/guardians;
- B. Mental and psychological problems of the student or the student's family;
- C. Sex behavior or attitudes;
- D. Illegal, anti-social, self-incriminating, or demeaning behavior;
- E. Critical appraisals of other individuals with whom respondents have close family relationships;
- F. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, or ministers;
- G. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian; or
- H. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Written informed consent shall also be obtained from parents/guardians or emancipated students prior to the administration of any academic or nonacademic survey, assessment, analysis or evaluation that would reveal the student's social security number.

Parents/guardians shall be given the opportunity to inspect any survey, analysis or evaluation that solicits information in any of the above areas. If parents/guardians object to their child(ren)'s participation in the survey, the child(ren) shall be allowed to opt out.

Prior approval of the Superintendent is required for all other surveys on topics not listed. Anyone seeking approval of a proposed survey must provide the Superintendent with details of the survey methodology, its specific educational purpose and a description of how results will be disseminated and applied.

For all surveys the identity of the respondent shall remain confidential.

The Superintendent shall develop regulations to implement this policy that include reasonable timelines for parents/guardians to access and review surveys as prescribed by law, and arrangements to protect student privacy in the administration of a survey.

This policy and the regulations shall be made available to the public at least annually at the beginning of the school year, especially to parents/guardians and to district staff. The public shall be informed within a reasonable period of time if substantive change is made to policy and regulations. The public shall also be informed of specific or approximate dates, if known, when surveys may be administered.

Legal References:

N.J.S.A. 18A:36-34 Written approval required prior to acquisition of certain survey information from students

N.J.A.C. 6A:16-1.4 District policies and procedures

20 U.S.C.A. 1232g Family Educational Rights and Privacy Act

20 U.S.C.A. 1232h Protection of Pupil Rights Amendment

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

In re: Application of Charles V. Reilly, Robert A. Hutton and Sean Reilly to Contest the Validity of the Enactment of Assembly Bill 3359 (P.L. 2001, c. 364), Superior Court of New Jersey, Appellate Division, Docket No. A-0163-02T2, 2003 N.J. Super. Lexis 376

Cross References:

1140 Distribution of materials by pupils and staff

1315 Distribution of materials to pupils and staff

4132 Publications/materials

5020 Role of parents/guardians

5124 Reporting to parents/guardians

5125 Pupil records

5141.3 Health examinations and immunizations

6147.1 Evaluation of individual student performance

Approved: November 17, 2008

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: MEDIA CENTER/LIBRARY

The district's media centers shall contain a wide range of materials on all levels of difficulty, appealing to diverse tastes, and presenting different points of view. Every pupil shall have access to a media collection containing materials appropriate to age level, interests and courses of study.

The Chief School Administrator has final responsibility for the selection of media center materials by professionally trained personnel--media specialists, teachers, principals and supervisors. Requests from faculty and pupils shall be given consideration.

In selecting materials to recommend for purchase, the media specialist shall evaluate the existing collection and consult reputable, unbiased, professionally prepared selection aids, and specialists from all departments and/or all grade levels.

In addition to standard book materials, the Board shall provide for the use of a wide variety of audiovisual materials and equipment to enhance the curriculum.

Legal References:

N.J.A.C. 6A:9-13.14 School library media specialist

N.J.A.C. 6A:9-13.15 Associate school library media specialist

N.J.A.C. 6A:9-13.16 Professional librarian

Board of Education Island Trees U.F.S.D. v. Pico, 457 U.S. 853 (1982)

Cross References:

1312 Community complaints and inquiries

6161.1 Guidelines for evaluation and selection of instructional materials

6161.2 Complaints regarding instructional materials

Approved: August 28, 1989

Revised: June 30, 1997

Revised: November 17, 2008

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

**POLICY: INTERVENTION AND REFERRAL SERVICES FOR
GENERAL EDUCATION PUPILS**

The Board of Education shall provide a program of intervention and referral services for general education pupils who are experiencing personal, interpersonal or academic difficulties to help them function productively and develop positively in the classroom environment.

The Chief School Administrator shall prepare procedures to:

- A. Identify pupils in need, and plan and provide for appropriate intervention or referral services and/or referral to school and community resources;
- B. Identify the roles and responsibilities of the building staff who participate in planning and providing intervention and referral services;
- C. Provide support, guidance and professional development to school staff who identify and refer pupils and to school staff who participate in planning and providing intervention and referral services;
- D. Actively involve parents/guardians in the development and implementation of intervention and referral plans;
- E. Coordinate the access to and delivery of school services for identified pupils;
- F. Coordinate the services of community-based social and health provider agencies;
- G. Maintain records of all requests for assistance and all intervention and referral services plans; and
- H. Annually review and assess the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plan.

The Board shall review and adopt these procedures, and the Chief School Administrator shall report to the Board on their implementation.

Legal Reference:

N.J.A.C. 6A: 16-8.1 et seq. Intervention and Referral Services

Cross References:

6164.4 Child study team

6172 Alternative educational programs

Approved: November 17, 2008

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: GUIDANCE SERVICES

A guidance program shall be incorporated into the district's educational program to aid pupils in making informed and responsible decisions and in using effective decision-making processes. The guidance program shall be developed and coordinated by the Chief School Administrator in consultation with teaching staff members he/she has identified as possessing necessary skills and abilities to help pupils acquire the insights and knowledge they need to become autonomous, mature members of adult society in a democratic nation.

The purpose of the guidance program shall be to help pupils in learning to make their own decisions concerning life's many choices--personal, educational, and career/vocational.

The guidance program shall provide, as fully as possible, the information needed to make the best decisions concerning the pupil's educational program. Such information shall include facts such as test scores, grades and educational history. Pupil records may also include anecdotes, but shall not carry judgments, opinions and other advice.

Pupils shall be encouraged to avail themselves of the help of the guidance department's personnel. The guidance department in the high school shall encourage the visits of educational and occupational representatives, including military recruiters. The administration shall have a positive attitude toward granting permission to seniors to visit schools, colleges and places of employment during school time. Pupils must have prior approval of the guidance department for the scheduled visit.

Pupils shall be aided in finding part-time jobs when in school, and permanent employment upon graduation.

Guidance services shall include establishment of a referral system that guards the privacy of the pupil and monitors the efficacy of such referrals, when district resources are not sufficient, as in drug or alcohol counseling.

Legal References:

N.J.S.A. 18A:35-4.2 Career development program

N.J.S.A. 18A:36-1 Pupil records; creation, maintenance and retention, security and access; regulations; non-liability

N.J.S.A. 18A:36-19.1 Military recruiters; access to schools and student information directories
N.J.S.A. 18A:38-36 Employment certificates to part-time pupils; revocation
N.J.S.A. 18A:46-5.1 Basic child study team services; provision by boards of education and state operated programs
N.J.A.C. 6A:7-1.7 Equality in school and classroom practices
N.J.A.C. 6A:8-1.1 et seq. Standards and Assessment
N.J.A.C. 6A:9-13.2 Substance awareness coordinator
N.J.A.C. 6A:9-13.7 Director of school counseling services
N.J.A.C. 6A:9-13.8 School counselor
Manual for the Evaluation of Local School Districts

Cross References:

5000 Concepts and roles in pupil personnel
5010 Personal goals and objectives for pupils
5020 Role of parents/guardians
5113 Absences and excuses
5114 Suspension and expulsion
5120 Assessment of individual needs
5124 Reporting to parents/guardians
5125 Pupil records
5131 Conduct/discipline
5131.6 Drugs, alcohol, tobacco (substance abuse)
6142.12 Career education
6145 Extracurricular activities
6146 Graduation requirements
6164.4 Child study team
6171.1 Remedial instruction
6171.2 Gifted and talented
6171.4 Special education
6172 Alternative educational programs
6173 Home instruction

Approved: August 28, 1989
Revised: June 30, 1997
Revised: November 17, 2008

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: CHILD STUDY TEAM

The Board of Education shall provide the services of child study team personnel in numbers sufficient to ensure implementation of pertinent law and regulation.

When complete evaluations of pupils are necessary, the Chief School Administrator shall recommend for Board approval qualified persons or agencies to supplement the district team. Appropriate staff members, such as the nurse and teachers assigned to the pupil, shall also be involved.

Pupils who have been identified by any professional staff member, the parents/guardians of the child, a child welfare agency or by the health services staff as possibly having an educational disability shall be considered for evaluation.

Teachers and administrators shall provide intervention resources (e.g., adaptive teaching methods and materials, schedule changes, modified workloads, corrective or remedial instruction, etc.) in order to discover whether an observed difficulty is the result of problems within the educational delivery system. Parents/guardians shall be notified of such interventions. The members of the child study team shall be available to discuss problems informally with teachers and parents/guardians.

If the problems persist despite these intervention techniques, a formal referral, requiring due process procedures, shall be initiated. The examination of each such pupil shall proceed promptly in strict accordance with law.

Examination of each identified child shall consist of a physical examination, a psychological examination, an educational examination, a social case study, and such other examinations as may be deemed necessary by the child study team.

Disaffected Pupils

In addition to the educationally disabled, the child study team shall consider and recommend appropriate remedies and/or programs for pupils exhibiting disaffected behavior patterns. A survey of needs shall be conducted for each such pupil. If the survey indicates the advisability of a complete evaluation, a referral shall be initiated and due process followed. If the survey indicates a change in program, the child study team shall cooperate with the teaching staff in developing an appropriate program, including, if necessary, alternative programs.

Disruptive Pupils

All staff members shall be familiar with and implement the discipline policies and procedures adopted by this Board. This implementation will identify the pupil who is disruptive. Staff members shall report the names of pupils who disrupt the educational program to the appropriate administrator who shall initiate actions that will ensure the involvement of the pupil's family and the provision of counseling and assessment services, so as to determine the causes of the pupil's disruptive behavior. A request for pre-referral intervention or for referral for evaluation may be made to the child study team. Throughout this process, administrators, support staff, teachers, parents/guardians, and if prudent, the pupil are to be involved. If all strategies prove unsuccessful, referral to the appropriate outside agency may be made.

In accordance with state law and Board policy, disruptive pupils whose continuing attendance interrupts the educational program and/or threatens harm to themselves and others may be suspended and considered for expulsion. Before expulsion proceedings may begin such pupils must receive a comprehensive child study team evaluation.

Legal References:

N.J.S.A. 18A:46-3.1 Regional consultants for hearing impaired; appointment; duties
N.J.S.A. 18A:46-5.1 Basic child study team services; provision by boards of education and state operated programs ...
N.J.S.A. 18A:46-5.2 Participation by parent or guardian
N.J.A.C. 6A:9-13.5 School social worker
N.J.A.C. 6A:9-13.6 Speech-language specialist
N.J.A.C. 6A:9-13.7 Director of school counseling services
N.J.A.C. 6A:9-13.8 School counselor
N.J.A.C. 6A:9-13.9 School psychologist
N.J.A.C. 6A:9-13.10 Learning disabilities teacher-consultant
N.J.A.C. 6A:14-1.1 et seq. Special Education
N.J.A.C. 6A:32-14.1 Review of mandated programs and services

20 U.S.C.A. 1400 et seq. - 1990 Individuals with Disabilities Education Act, P.L. 101-476 (formerly Education for All Handicapped Children Act - Part B)

29 U.S.C.A. 794 et seq. - Section 504 of the Rehabilitation Act of 1973

Manual for the Evaluation of Local School Districts

Cross References:

4111 Recruitment, selection and hiring
5114 Suspension and expulsion
5120 Assessment of individual needs
5131 Conduct/discipline
5200 Nonpublic school pupils
6010 Goals and objectives

6146.2 Promotion/retention
6164.2 Guidance services
6171.4 Special education
6172 Alternative educational programs

Approved: August 28, 1989

Revised: June 30, 1997

Revised: November 17, 2008

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: SPECIAL INSTRUCTIONAL PROGRAMS

The regular curriculum of the district's schools is designed to accomplish the district's educational goals and objectives for a thorough and efficient system of education for all pupils.

When necessary, the regular program shall be altered or supplemented or other means used to provide for the identified needs of the following pupils:

- A. The classifiable educationally disabled
- B. The gifted and talented
- C. Those requiring compensatory or remedial programs
- D. The disaffected and alienated
- E. Pregnant pupils
- F. Pupils requiring home instruction
- G. The physically disabled
- H. Those with limited English proficiency
- I. The disruptive

Legal References:

- N.J.S.A. 10:5-1 et seq. Law Against Discrimination
- N.J.S.A. 18A:35-4.9 Pupil promotion and remediation; policies and procedures
- N.J.S.A. 18A:35-15 through -26 Bilingual Education Programs
- N.J.S.A. 18A:46-1 et seq. Classes and Facilities for Handicapped Children
- N.J.S.A. 18A:46A-1 et seq. Auxiliary services
- N.J.A.C. 6A:8-3.1 et seq. Implementation of the Core Curriculum Content Standards
- N.J.A.C. 6A:14-1.1 et seq. Special Education
- N.J.A.C. 6A:15-1.1 et seq. Bilingual Education
- N.J.A.C. 6A:32-14.1 Review of mandated programs and services

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Manual for the Evaluation of Local School Districts

Cross References:

6142.2 English as a second language; bilingual/bicultural

6171.1 Remedial instruction

6171.2 Gifted and talented

6171.3 At-risk and Title I

6171.4 Special education

6172 Alternative educational programs

6173 Home instruction

6174 Summer school

6178 Early childhood education/preschool

Approved: August 28, 1989

Revised: June 30, 1997

Revised: November 17, 2008

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: REMEDIAL INSTRUCTION

Pupils who perform below acceptable levels on statewide assessments of the Core Curriculum Content Standards shall participate in remedial programs. Proficiency shall also be evaluated through multi-skills assessment, standardized tests, diagnostic instruments, teacher observation and pupil progress reports.

The programs shall include procedures to evaluate pupil achievement related to the remedial program objectives and standards. Continuous communication between teaching staff members and parents/guardians of pupils participating in remedial educational programs shall be coordinated by the Chief School Administrator. These programs shall be supplemental to the regular program and designed to assist students who have academic, social, economic or environmental needs that prevent them from succeeding in regular school programs.

All parents/guardians shall be notified in writing of a pupil's need for a remedial/skill maintenance program and shall be encouraged to participate in its design.

Regulations governing these programs and procedures shall be reviewed and adopted by the Board as required by law.

The Chief School Administrator shall evaluate the remedial education programs each school year and report to the Board of Education as to their effectiveness in achieving and maintaining acceptable levels of pupil proficiency.

Legal References:

N.J.S.A. 18A:7C-1 et seq. High School Graduation Standard

N.J.S.A. 18A:35-4.9 Pupil promotion and remediation; policies and procedures

N.J.A.C. 6A:8-4.3 Accountability

N.J.A.C. 6A:8-4.4 Annual review and evaluation of school districts

N.J.A.C. 6A:8-5.1 Graduation

N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts

Manual for the Evaluation of Local School Districts

Cross References:

4138.2 Private tutoring

5120 Assessment of individual needs
6141 Curriculum design/development
6142 Subject fields
6142.6 Basic skills
6146 Graduation requirements
6146.2 Promotion/retention
6147 Standards of proficiency
6171.3 At-risk and Title 1

Approved: August 28, 1989

Revised: June 30, 1997

Revised: November 17, 2008

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: GIFTED AND TALENTED

The Chief School Administrator shall develop and the Board shall approve criteria for identifying all gifted and talented students in kindergarten through grade 12. Gifted and talented students shall be provided with appropriate instructional adaptations and services to encourage development of their special abilities in achieving the Core Curriculum Content Standards. Programs shall provide educational challenges to students identified as gifted and talented and shall be reviewed annually.

Such programs shall be designed in terms of the individual learning styles of each student as well as the capacity of a gifted student to create concepts, respond to stimuli in a unique and creative manner, develop higher levels of thinking and influence the behavior of others.

“Gifted and talented students” shall mean those exceptionally able students who possess or demonstrate higher levels of ability in one or more content areas, when compared to their chronological peers in the local district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.

Because early discovery of a gift or talent is important, it is essential that the identification of these students be carried on as a continuing process, since special abilities and skills appear at different times in the development of many children.

The Chief School Administrator shall coordinate development of appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.

He/she shall devise indicators of achievement to evaluate success of each program presented to the Board for adoption.

Legal References:

N.J.S.A. 18A:35-4.15 through -4.16 Legislative findings and declarations; chess instruction for second-grade pupils in gifted and talented and special education programs ...

N.J.S.A. 18A:61C-1 Program promoting cooperation between high schools and institutions of higher education; establishment; objective; increased availability of college-level instruction; scope

N.J.S.A. 18A:61C-4 Program providing college credit courses for high school students on high school campuses; establishment

N.J.A.C. 6A:8-1.3 Definitions
N.J.A.C. 6A:8-3.1 Curriculum and instruction
N.J.A.C. 6A:8-3.3 Enrollment in college courses
N.J.A.C. 6A:30-1.4 Evaluation process for the annual review
N.J.A.C. 6A:32-14.1 Review of mandated programs and services

Manual for the Evaluation of Local School Districts

Cross References:

1600 Relations between other entities and the district
6010 Goals and objectives
6121 Nondiscrimination/affirmative action
6171 Special instructional programs

Approved: August 28, 1989
Revised: June 30, 1997
Revised: November 17, 2008

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: AT RISK AND TITLE I

The district shall comply with all state and federal requirements in developing, implementing, administering and evaluating funded compensatory education programs and programs for pupils determined to be at risk.

Such instructional services and activities shall be designed to improve the level of proficiency in reading, writing, mathematics and other skills of pupils whose academic, social or environmental needs prevent them from succeeding in regular school programs, and to prevent their regression in such skills when regular programs are not in session. Parents/guardians shall be kept informed of their children's progress and shall be invited to consult with staff on ways to give their children the maximum benefits of such programs.

At least once annually, a public meeting shall be held for the purpose of informing parents/guardians of the programs and activities provided with Title 1 funds. The agenda shall include:

- A. Informing parents/guardians of their right to consult in the design and implementation of the *Title 1* project;
- B. Providing parents/guardians with information about the Title 1 law, regulations and instructional programs;
- C. Soliciting parents/guardians' input about basic skills improvement programs and related activities;
- D. Providing parents/guardians an opportunity to establish mechanisms for maintaining ongoing communication among parents/guardians, staff, and the Board.

The parents/guardians of all eligible children shall be invited to attend.

Mandated Policy Statements in Addition to Parent Consultation

- A. Comparability of personnel

To be in compliance with the requirements of federal law the Board of Education of Springfield directs the Chief School Administrator to assign teachers, administrators, and auxiliary personnel to the schools in such a way that equivalence of personnel is ensured among the schools.

B. Comparability of materials and supplies

To be in compliance with the requirements of federal law the Board of Education of Springfield directs the Chief School Administrator to distribute curriculum materials and instructional supplies to the schools in such a way that equivalence is ensured among the schools.

C. Supplement not supplant

The Springfield School District shall use Title 1 funds only to supplement and to the extent practical increase the level of funds that would, in the absence of Title 1 funds, be made available for the education of pupils participating in Title 1 or state compensatory education projects. In no case shall Title 1 funds be used to supplant those non-Title 1 or nonstate compensatory education funds.

D. Maintenance of effort

The Board of Education will maintain a combined fiscal effort per pupil or aggregate expenditures of state and local funds with respect to the provision of the public education for the preceding fiscal year that is not less than the *required* amount of the combined fiscal effort per pupil or the aggregate expenditures for the second preceding fiscal year.

Eligibility for State and Federal Funds

The Chief School Administrator shall ensure that all requirements for receiving state and federal funds shall be fulfilled in an accurate and timely manner.

Control over such funds and title to all equipment and supplies purchased with such funds shall remain with the Board of Education. Procurement, control, use and disposition of equipment and supplies purchased with state/federal funds shall be in full compliance with the law.

General

The Chief School Administrator shall direct appropriate administrative personnel to pursue vigorously all possible sources of funding, either state or federal, that support such compensatory services, and shall keep abreast of all changes in the law which restrict or expand the district's use of state or federal funds.

Programs especially designed for migrant children shall be provided as necessary.

Legal References:

N.J.S.A. 18A:35-4.9 Pupil promotion and remediation; policies and procedures

N.J.S.A. 18A:59-1 through -3 Apportionment and distribution of federal funds; exceptions ...

N.J.A.C. 6A:32-14.1 Review of mandated programs and services

42 U.S.C.A. 2000d - 2000d4 - Title VI of the Civil Rights Act of 1964

Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988 (P.L. 100-297)

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Manual for the Evaluation of Local School Districts

Cross References:

3220/3230 State funds; federal funds

3514 Equipment

5120 Assessment of individual needs

5200 Nonpublic school pupils

6122 Articulation

6141 Curriculum design/development

6142.2 English as a second language; bilingual/bicultural

6142.6 Basic skills

6171.1 Remedial instruction

6171.4 Special education

Approved: August 28, 1989

Revised: June 30, 1997

Revised: November 17, 2008

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: SPECIAL EDUCATION

In compliance with State Department of Education interpretation of the administrative code on special education, the board adopts the following revision/amendment of its existing policies on providing educational and related services to pupils identified as having educationally disabling conditions as defined in federal and state law.

A. Exemption of educationally disabled pupils from the high school graduation requirements according to N.J.A.C. 6A:14-4.11 through -4.12

A disabled pupil must meet all state and local high school graduation requirements in order to receive a state-endorsed high school diploma unless exempted in his/her IEP. When a pupil has been exempted from any graduation requirement, his/her IEP shall address alternate requirements to be met. By the year specified in code, the Board shall ensure that all pupils with disabilities participate in statewide assessments with appropriate accommodations or modifications, as determined by the pupil's IEP. If the nature of the pupil's disability is so severe that the pupil is not receiving instruction in any of the knowledge and skills measured by the statewide assessment and the pupil cannot complete any of the questions on the assessment in a subject area with or without accommodations, the pupil shall participate in a locally determined assessment of pupil progress.

By June 30 of a disabled pupil's last year in the elementary program, the pupil's case manager, parent/guardian and teacher(s) shall meet to review the instructional guide and basic plan of the pupil's IEP in view of the transition to the secondary program. Input from appropriate staff from the secondary school shall be part of the review.

The basic plan of the IEP for the pupil entering the secondary program will address all the elements required in the administrative code, including specifically addressing graduation requirements. Required reviews of the IEP shall continue to address graduation requirements.

A disabled pupil who has not been exempted from the proficiencies or has performed below the state minimum level of pupil proficiency on one or more areas of the state-mandated high school proficiency test may participate in the special review assessment (SRA).

Educationally disabled pupils meeting the standards for graduation according to N.J.A.C. 6A:14-4.12 shall have the opportunity to participate in graduation exercises and related activities on a nondiscriminatory basis.

B. Prevention of needless public labeling of educationally disabled pupils

The Board directs that the names and other personally identifiable data concerning educationally disabled children shall be kept confidential and shall not be included in the public acts and public records of this district. Such names and data shall be reduced to code for inclusion in the public record. A special confidential file shall be maintained listing the

names of educationally disabled pupils on whose behalf the Board of Education must take public action. Motions concerning disabled pupils made at public meetings shall be anonymous and referred to this confidential file. This file shall be maintained in accordance with N.J.A.C. 6A:32-7.1.

Further, the Board, administrators, faculty and other personnel shall avoid unnecessary and needless public labeling of such pupils. This shall include the avoidance of public address announcements so designating pupils, any open identification of classrooms with signs so designating, or any item of open or general circulation, such as photographs, audio/videotapes, etc., that so designates an individual pupil or class. Pupil records shall be maintained in accordance with N.J.A.C. 6A:32-7.4.

C. Compilation, maintenance, access to and confidentiality of pupil records according to N.J.A.C. 6A:32-7.4 through -7.6.

To ensure proper accessibility and confidentiality, the records of educationally disabled pupils shall be gathered, updated, maintained, stored, transferred, made accessible and finally disposed of in accordance with the district policy 5125 on pupil records in general. To assure the security of special education records:

1. Provision shall be made for access and security of computer-stored records of educationally disabled pupils;
2. Clerical and secretarial tasks related to such records shall be performed only under the supervision of appropriately certified staff.

As with all pupil records, access shall be guaranteed to persons authorized according to N.J.A.C. 6A:32-7.5 within 10 days of the request, but prior to any review or hearing conducted in accordance with State Board of Education regulations.

For the district's general policy and regulation on pupil records see 5125, which deals with all requirements common to disabled and general pupil records including enumeration and description of records, provisions for access, notice to parents/guardians of their rights in regard to the child's records, etc.

D. Identification, location and evaluation of potentially educationally disabled pupils, according to N.J.A.C. 6A:14-3.3

The Chief School Administrator shall prepare written procedures for identifying those pupils ages three through 21, including pupils attending nonpublic schools, who reside within the district and may be educationally disabled, who are not receiving special education and/or related services as required.

Procedures shall include provision for the referral of pupils who may be experiencing physical, sensory, emotional, communication, cognitive or social difficulties. In order to ensure program placement by a disabled child's third birthday, a written request for initial evaluation shall be forwarded to the district at least 120 days prior to the preschooler attaining age three.

The Board shall ensure that all preschool pupils with disabilities shall have their IEPs implemented no later than their third birthdays. To provide a smooth transition between a child's preschool program and his/her school age program (public or private), particular attention shall be paid to articulation between those programs.

These procedures and arrangements shall be adopted by the Board after review and possible revision. The procedures shall include criteria by which to identify the potentially disabled, and require the participation of staff, parents/guardians and appropriate agencies.

Evaluation and Determination of Eligibility

The evaluation process to determine a pupil's eligibility for educational and related services beyond those available within the regular public school program shall be conducted in strict compliance with the provisions of N.J.A.C. 6A:14-2.3, 2.5, 3.4 and 3.5 dealing with:

1. Parental notice, notification, consent and involvement, including determination of the parents/guardians' dominant language and necessary accommodations if the language is other than English or if the parents/guardians are deaf;
2. An initial evaluation that consists of a multi-disciplinary assessment in all areas of suspected disability and a written report of the results of each assessment;
3. Determination that a pupil is eligible for special education and related services when he/she has been identified as having one or more of the thirteen categories of disability described in the administrative code, and the disability adversely affects the pupil's educational performance.

The Chief School Administrator shall oversee development of detailed procedures to govern the evaluation process, and shall implement them after they have been reviewed and adopted by the board.

The board shall ensure that a variety of assessment tools and strategies shall be applied to gather information to develop and monitor the IEP, including cooperation and input from the parents/guardians. Relevant information shall also be related to enabling the pupil to be involved in and progress in the general education curriculum or, for preschool children with disabilities to participate in appropriate activities.

E. Provision of full educational opportunity to educationally disabled pupils

The Board of Education is responsible for providing education for all children resident in the district. All reasonable efforts will be made to resolve an enrolled child's learning and adjustment difficulties prior to his/her referral to the child study team for screening and/or evaluation. When a pupil is found eligible for special education and related services and the Board of Education cannot provide required instruction and related services from its own resources and facilities, the Board will seek appropriate placement outside the district, and will assume such costs of that placement as are required by law.

The goal of the Board's special education program is to provide full educational opportunity to all educationally disabled resident pupils ages three through 21, as those terms are defined in federal and state law. The Board will make available to parents/guardians of educationally disabled children below the age of three information regarding services available through other state, county and local agencies.

The Chief School Administrator shall ensure that the district's special education programs comply with the law in every respect, including fiscal regulations and reports.

The Chief School Administrator shall also ensure that the district plan for special education is in compliance with administrative code and the approved state plan for special education, according to N.J.A.C. 6A:14-4.1. This plan shall consist of policies, procedures, assurances, a comprehensive system of personnel development, data collection and an application that describes the use of IDEA Part B funds. The Chief School Administrator shall ensure that the plan is implemented in this district and shall supervise its operation so that it will accomplish its stated goals and objectives.

F. Participation of and consultation with the parents of educationally disabled pupils toward the goal of providing full educational opportunity to all educationally disabled pupils ages three through 21

In order to achieve the district's goal of providing full educational opportunity to all educationally disabled pupils in accordance with the administrative code, parent/guardian participation shall be sought in every successive stage of the special education decisional process, pursuant to N.J.A.C. 6A:14-2.3 and 2.4.

All notifications shall be made and all necessary conferences conducted in the language used for communication by the parent/guardian and the pupil unless it is not feasible to do so, in which case the provisions of administrative code shall be followed.

Written notice to parents/guardians and/or adult pupils shall be provided as follows:

1. The Board shall provide written notice no later than 15 calendar days after making a determination;
2. The Board shall provide written notice at least 15 calendar days prior to the implementation of a proposed action so that the parents/guardians and/or adult pupil may consider the proposal.

The Chief School Administrator shall develop and present to the Board for review and adoption procedures for:

1. Giving notice to parents/guardians when an initial request is being made for consent to evaluate or when a proposal has been made to initiate or change a classification, evaluation or educational placement of the pupil, or the provision of a free, appropriate education. For each instance, all required information and documentation shall be supplied to the parents/guardians within the timelines set by the administrative code. Particular care must be taken to inform parents/guardians of their right to appeal and their rights in regard to low-cost legal counsel and fees;
2. Seeking consent of parents/guardians to the actions in 1, when such consent is required;

3. Seeking parent/guardian participation in conferences and determinations as specified in 1, and in evaluation of the success of the educational plan for their child. When necessary, conference schedules shall be altered to accommodate working parents/guardians;
4. Mediation when disputes arise during any stage of the special education process which cannot be settled between the original parties.
5. Particularly, parental consent shall be obtained prior to implementation of the initial IEP resulting from evaluation; prior to reevaluation except in the circumstances outlined in code; and prior to the release of pupil records according to N.J.A.C. 6:3-6.

Procedures set out in the administrative code shall be followed when parent/guardian cooperation and/or participation cannot be obtained. When necessary, a surrogate parent shall be appointed to ensure the protection of a pupil's rights when the parents/guardians cannot be identified or located or the child is a ward of the State of New Jersey. The district shall select and train such surrogate parents in compliance with the administrative code.

No more than 90 calendar days after parental consent has been received shall be allowed for the evaluation, determination of eligibility and, if the pupil is eligible, the development and implementation of the IEP.

G. Provision of special services to enable educationally disabled pupils to participate in regular educational programs to the maximum extent appropriate

The Board of Education will provide the kind and quality of those special education-related services prescribed in the IEP to enable educationally disabled pupils to participate in regular educational programs to the maximum extent appropriate. Such education-related services shall include transportation, ensuring that hearing aids worn by deaf and/or hard of hearing children in school are functioning properly, etc.

When instruction in health, industrial arts, fine arts, music, home economics, and other education programs is provided to groups consisting solely of pupils with disabilities, the size of the groups and age range shall conform to the requirements for special class programs described in the administrative code.

When pupils with disabilities participate in physical education, intramural and interscholastic sports, non-academic and extracurricular activities in groups consisting solely of pupils with disabilities, the age range and group size shall be based on the nature of the activity, needs of the pupils participating in the activity and the level of supervision required.

The evaluation process to determine a pupil's eligibility for educational and related services beyond those available within the regular public school program shall be conducted in strict compliance with the provisions of the administrative code.

H. Determination of eligibility according to N.J.A.C. 6A:14-2.3(i)1 and 3.5 through -3.6

Eligibility for special education and related services shall be determined collaboratively by the

parents/guardians; a teacher who is knowledgeable about the pupil's educational performance or district's programs; the pupil, where appropriate; at least one child study team member who participated in the evaluation; the case manager; other appropriate individuals at the discretion of the parent or district; and for an initial eligibility meeting, certified school personnel referring the pupil as potentially disabled, or the school principal or designee if they choose to participate.

A pupil shall be determined eligible and classified for special education and related services when it is determined that the pupil has one or more of the disabilities defined in the administrative code. A pupil shall be determined eligible for speech-language services when he/she exhibits a speech or language disorder as outlined in the administrative code.

- I. The individualized education program for each educationally disabled pupil shall be developed in accordance with the provisions of the administrative code, at N.J.A.C. 6A:14-2.3(i) and N.J.A.C.6A:14-3.7.

The Board shall ensure that an IEP is in effect for every pupil in the district who is receiving special education and related services.

A written individualized education program shall be developed and implemented for each classified pupil and, in accordance with New Jersey law, a review shall be conducted by the appropriate staff members annually or more often, if necessary, to evaluate the disabled pupil's progress and to revise the individualized education program.

Meetings shall be conducted to determine eligibility and to develop, review and revise a pupil's individualized education program. Such meetings shall be scheduled at a mutually agreed upon time and place, and notice of the meetings shall indicate the purpose, time, location and participants. If the parents/guardians cannot attend the meetings, the Chief School Administrator/designee shall attempt to ensure parental participation, including the use of individual or conference telephone calls. Documentation shall be maintained of all attempts to secure parent/guardian participation.

Parents/guardians shall receive a copy of the pupil's IEP and of any revisions made to it.

All communication with parents/guardians, including written notice, notifications and required meetings, shall be conducted in the language used for communication by the parent/guardian and pupil unless it is not feasible to do so. This shall include providing foreign language interpreters or translators and sign language interpreters for the deaf at no cost to the parents.

The IEP shall be developed and monitored with the cooperation and input of parents/guardians. In addition to educational programming, the IEP shall provide for necessary disciplinary action and specify graduation requirements when appropriate. Any accommodations and/or modifications for the administration of statewide assessments shall be specified in the IEP.

1. No more than 90 calendar days after parental consent has been received shall be allowed for the evaluation, determination of eligibility and, if the pupil is eligible, the development and implementation of the IEP. The IEP shall be implemented as soon as possible following the IEP meeting.

2. The Board of Education will provide the kind and quality of those special education-related services prescribed in the IEP to enable educationally disabled pupils to participate in regular educational programs to the maximum extent appropriate. Such education-related services shall include transportation, ensuring that hearing aids worn by deaf and/or hard of hearing children in school are functioning properly, etc.

J. Protection of pupils rights in regard to evaluation and reevaluation procedures according to N.J.A.C. 6A:14-3.4 and 3.8

Procedures shall provide all due process protection for the rights of the pupil and his/her parents/guardians whether the pupil is already enrolled in the schools or has been located through the process for identification in the section D of this policy.

In order to achieve the district's goal of providing full educational opportunity to all educationally disabled pupils in accordance with the administrative code, parent/guardian participation shall be sought in every successive stage of the special education decisional process. All notifications shall be made and all necessary conferences conducted in the language used for communication by the parent/guardian and the pupil unless it is not feasible to do so, in which case the provisions of administrative code shall be followed. The Chief School Administrator shall develop and present to the Board for review and adoption procedures for:

1. Giving notice to parents/guardians and adult pupils in accordance with N.J.A.C. 6A:14-2.3 when an initial request is being made for consent to evaluate or when a proposal has been made to initiate or change a classification, evaluation or educational placement of the pupil, or the provision of a free, appropriate education. For each instance, all required information and documentation shall be supplied to the parents/guardians within the timelines set by the administrative code. Particular care must be taken to inform parents/guardians and adult pupils of their right to review all educational records with respect to the identification, evaluation and educational placement of the pupil; to appeal these by requesting a due process hearing; and their rights in regard to free and low cost legal services and legal fees;
2. An independent evaluation at the request of the parent/guardian or adult pupil in accordance with N.J.A.C. 6A:14-2.5(c). Such independent evaluation shall be at no cost to the parent/guardian if it is conducted in compliance with administrative code, unless the district Board of Education initiates a due process hearing to show that its evaluation is appropriate and a final determination to that effect is made following the hearing. The IEP team shall consider any independent evaluation submitted to it when making decisions regarding special education and/or related services;
3. Mediation when disputes arise during any stage of the special education process which cannot be settled between the original parties. A due process hearing may be initiated by the Board of Education, a parent/guardian or adult pupil;
4. Ensuring what all evaluation procedures, including but not limited to observations, tests and interviews used to determine eligibility and placement of disabled pupils, shall comply with the requirements of N.J.A.C. 6A:14-3.4, 3.5 and 3.7.

K. Placement of educationally disabled pupils in the least restrictive environment according to N.J.A.C. 6A:14-4.2

Educational placement decisions made for each disabled pupil shall always be, insofar as possible, in the least restrictive environment commensurate with the pupil's educational needs. This means that to the maximum extent appropriate, educationally disabled pupils shall be educated with children who are not educationally disabled. These decisions should be designed to produce a positive effect on the pupil and to ensure the quality of services which he/she requires.

The Chief School Administrator shall encourage positive attitudes toward the educationally disabled in all district pupils and personnel.

Special classes, separate schooling or other removal of educationally disabled pupils from the regular educational environment shall occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

In order to ensure a continuum of alternative placements, when the Board cannot provide required instruction and related services from its own resources and facilities, it will seek appropriate placement outside the district and will assume such costs of that placement as are required by law.

Placement of a disabled pupil in the least restrictive environment shall be determined annually. Placement shall be provided in appropriate educational settings as close to home as possible. When the IEP does not describe specific restrictions, the pupil shall be educated in the school he/she would attend if not disabled.

L. Establishment and implementation of procedural safeguards according to N.J.A.C. 6A:14-2.3 through -2.4 and N.J.A.C. 1:6A

The Board of Education directs the Chief School Administrator to establish and implement the required procedural safeguards.

Procedural safeguards shall include:

1. Giving notice to parents/guardians per N.J.A.C. 6A:14-2.3 when an initial request is being made for consent to evaluate or when a proposal has been made to initiate or change a classification, evaluation or educational placement of the pupil, or the provision of a free, appropriate education. For each instance, all required information and documentation shall be supplied to the parents/guardians within the timelines set by the administrative code. Particular care must be taken to inform parents/guardians of their right to appeal and their rights in regard to legal fees;
2. Seeking consent of parents/guardians to the actions in 1, when such consent is required;

3. Seeking parent/guardian participation in conferences and determinations as specified in 1, and in evaluation of the success of the educational plan for their child. When necessary, conference schedules shall be altered to accommodate working parents/guardians;
4. Mediation when disputes arise during any stage of the special education process which cannot be settled between the original parties.

The Chief School Administrator shall ensure that the district's special education programs comply with the law in every respect, including fiscal regulations and reports.

These procedures shall provide all due process protection for the rights of the pupil and his/her parents/guardians. Procedures shall be conducted in strict compliance with the provisions of the administrative code dealing with parental notification, consent and involvement, including determination of the parents/guardians' dominant language and necessary accommodations if the language is other than English or if the parents/guardians are deaf.

To implement achievement of the Board's goal for provision of special education, the Chief School Administrator shall oversee development of a written plan for special education conforming to the state plan for the educationally disabled. The plan shall consist of policies, procedures, assurances; a comprehensive system of personnel development; data collection and an application that describes the use of IDEA Part B funds.

- M. Complying with other aspects of the district program for special education and/or requirements of N.J.A.C. 6A:14

Written Plan

To implement achievement of the Board's goal for provision of special education, the Chief School Administrator shall oversee development of a written plan for special education conforming to the state plan for the educationally disabled. After the plan has been approved by the Board of Education and the County Superintendent, the Chief School Administrator shall implement it in this district and supervise its operation so that it will accomplish its stated goals and objectives. The plan, any alterations to it, and an evaluation of its effectiveness will be shared annually with the community.

Discipline

In general, educationally disabled pupils are subject to the same disciplinary constraints and sanctions as nondisabled pupils. However, before disciplinary action is taken against an educationally disabled pupil, consideration must be given to whether the behavior is caused by the disabling condition, whether the program that is being provided meets the pupil's needs, whether a component of the pupil's IEP covers the behavior, or whether the pupil is an immediate danger to himself/herself or others.

A disabled pupil may be removed for disciplinary reasons from his/her current educational placement to an interim alternative educational setting, another setting, or a suspension without the provision of educational services for up to 10 consecutive or cumulative school days in a school year. Such suspensions are subject to the same district Board of Education procedures as

non-disabled pupils. However, at the time of removal, the principal shall forward written notification and description of the reasons for such action to the case manager.

Procedures for imposing and implementing disciplinary sanctions on educationally disabled pupils, including removal to an interim alternative educational setting, suspension for more than 10 school days in a school year, or expulsion, shall be in strict compliance with the provisions of state and federal law and the administrative code.

Early Intervention

The Chief School Administrator or designee shall gather and make available to parents/guardians of disabled children below the age of three information regarding ameliorative services and programs provided by other state, county and local agencies. The procedures for such dissemination shall be reviewed and adopted by the board.

Preschool Disabled Program

The Chief School Administrator shall develop and propose for Board adoption programs and related services for pupils ages three through five who have been identified and classified as preschool disabled. Such programs and services shall be in strict accordance with New Jersey administrative code.

Placement in Nonpublic Schools

The Board shall provide a genuine opportunity for the equitable participation of pupils with disabilities who have been enrolled in nonpublic schools by their parents/guardians, in accordance with federal law and regulations. All special education programs and services shall be provided with the consent of parents/guardians.

Pupils shall receive programs and services as specified in N.J.A.C. 6A:14-6.1.

Limited English Proficient

Pupils with limited English proficiency may have educationally disabling conditions that must be addressed in order to provide them the full educational opportunity that is the goal of the district for every child.

Evaluation procedures shall be selected so that the pupil's cultural background and language abilities are taken into consideration unless it is clearly unfeasible to do so; and shall accurately reflect the pupil's ability rather than the impairment. All actions under Parent/Guardian Notification, Consent and Participation are to be conducted in the parents/guardians' dominant language, unless that is clearly impossible. In that case, care shall be taken that the facts and procedures are made intelligible to the parents/guardians.

Cooperation with Other Agencies

The Chief School Administrator shall investigate the possibilities of working with organizations and agencies providing services for the disabled, and shall present feasible programs and relationships to the board for consideration.

Evaluation of Program

At least annually, the Board shall review in a public meeting evidence of progress toward achievement of the special education plan as a whole, the success of identification procedures specifically, and the effectiveness of implementation of IEPs.

Eligibility for State and Federal Funds

The Chief School Administrator shall ensure that all requirements for receiving, using and accounting for state and federal funds shall be fulfilled in an accurate and timely manner.

Procurement, control, use and disposition of equipment and supplies purchased with state/federal funds shall be in full compliance with law.

Access

In addition to educational programs, the Board directs that the Chief School Administrator take into consideration physical access to district facilities for disabled pupils, staff and the community in determining location of programs or planning new facilities per state and federal law.

Legal References:

N.J.S.A. 10:5-1 et seq. Law Against Discrimination
N.J.S.A. 18A:46-1 et seq. Classes and Facilities for Handicapped Children
N.J.S.A. 18A:46A-1 et seq. Auxiliary Services
N.J.A.C. 5:23-7 Barrier free sub-code of the uniform construction code
N.J.A.C. 6A:7-1.7 Equality in school and classroom practices
N.J.A.C. 6A:8-1.2 Scope
N.J.A.C. 6A:8-1.3 Definitions
N.J.A.C. 6A:8-3.1 Curriculum and instruction
N.J.A.C. 6A:8-4.1 et seq. Implementation of the Statewide Assessment System
N.J.A.C. 6A:8-5.1 et seq. Implementation of Graduation Requirements
N.J.A.C. 6A:9-1.1 et seq. Professional Licensure and Standards
N.J.A.C. 6A:14-1.1 et seq. Special Education
N.J.A.C. 6A:15-1.4 Bilingual programs for limited English proficient students
N.J.A.C. 6A:23-1.1 et seq. Finance and Business Services
N.J.A.C. 6A:26-6.1 et seq. Planning and Construction Standards for School Facilities
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
N.J.A.C. 6A:32-7.1 et seq. Student Records
N.J.A.C. 6A:32-8.3 School attendance
N.J.A.C. 6A:32-12.1 Reporting requirements
N.J.A.C. 6A:32-14.1 Review of mandated programs and services

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

20 U.S.C.A. 1400 et seq. - 1990 Individuals With Disabilities Education Act,
P.L. 101-476 (formerly Education for All Handicapped Children Act--Part B)

29 U.S.C.A. 794 et seq. - Section 504 of the Rehabilitation Act of 1973

34 CFR 76.1 et seq. - General Administrative Regulation EDGAR

34 CFR 77.1 et seq. - General Administrative Regulation EDGAR

34 CFR 300 - Assistance to States for the Education of Children with Disabilities
(IDEA Regulations)

Agostini v. Felton, 521 U.S. 203 (1997), overruling Aguilar v. Felton, 473 U.S. 402 (1985)

Honig v. Doe, 484 U.S. 305 (1988)

Oberti v. Board of Education of Clementon School District, 995 F.2d 1204,
1216-17 (C. A.3 1993)

Cedar Rapids Community School District v. Garrett F., 526 U.S. 66 (1999)

Manual for the Evaluation of Local School Districts

Cross References:

1120 Board of education meetings

4112.2 Certification

4131/4131.1 Staff development; inservice education/visitations/conferences

5114 Suspension and expulsion

5120 Assessment of individual needs

5125 Pupil records

5131 Conduct/discipline

5200 Nonpublic school pupils

6121 Nondiscrimination/affirmative action

6145 Extracurricular activities

6151 Class size

6164.2 Guidance services

6164.4 Child study team

9322 Public and executive sessions

Approved: June 30, 1997

Revised: November 17, 2008

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: ALTERNATIVE EDUCATIONAL PROGRAMS

The Board endeavors to provide an educational program adjusted to the needs of the individual child within the financial means of the district. Grouping enables a more efficient use of staff in meeting these needs. Program adaptations provide another means of using staff efficiently and effectively to meet the needs of many children.

When the needs of special individuals or groups cannot be met through adaptation or independent study, the Chief School Administrator shall investigate and propose to the Board for approval alternative programs and facilities. Alternative education programs shall be approved by the Commissioner of Education.

Each alternative education program shall fulfill the program criteria that are specified in N.J.A.C. 6A:16-9.2 including but not limited to:

1. A maximum student-teacher ratio of 12:1 for high school programs,
2. A maximum student-teacher ratio of 10:1 for middle school programs,
3. An Individualized Program Plan (IPP) shall be developed for each general education student enrolled in the program,
4. For students with disabilities the alternate education program shall be consistent with the student's Individualized Education Plan (IEP).

Home Schooling

The Board acknowledges the right of parents/guardians to educate their children at home. At the Board's request, parents/guardians who choose this option shall submit adequate evidence that they are providing a curriculum that is equivalent to that provided by this district.

Disruptive/Disaffected Children

The Board of Education recognizes that the active engagement of each pupil is a primary requisite for sound teaching and learning to take place. When a child is unable to benefit from the educational program because he/she is either disruptive or disaffected, then the educational goals of the district for that child will not be realized and the efforts of other pupils may be impeded.

In an effort to optimize the educational experience for each child, the Chief School Administrator shall develop procedures to identify and work with disruptive/disaffected pupils.

When it is determined by the Child Study Team that a disruptive/disaffected pupil is not classifiable, the Board shall consider some other program as an alternative to regular classroom attendance. When the district does not have a suitable alternative program available, the Chief School Administrator shall recommend to the Board placement in a program of another district, or home instruction.

In accordance with state law and Board policy, disruptive pupils whose continuing attendance interrupts the educational program and/or threatens harm to themselves and others may be suspended and considered for expulsion (see policy 5114).

Removal for Weapons Offenses or Assault

Any pupil who is convicted or found to be delinquent for the following offenses shall be immediately removed by the principal from the district's regular education program for a period of not less than one calendar year and placed in an alternative education school or program pending a hearing before the Board of Education to remove the pupil:

- A. Possessing a firearm on any school property, on a school bus, or at a school-sponsored function; or
- B. Committing a crime while possessing a firearm.

The Chief School Administrator shall determine at the end of the year whether the pupil is to return to the district's regular education program, in accordance with procedures established by the Commissioner of Education.

Any pupil who assaults a pupil, teacher, administrator, Board member, or other district employee with a weapon other than a firearm on school property, on a school bus, or at a school-sponsored function must be immediately removed from the school's regular education program and placed in an alternative school or program, pending a hearing before the Board. The Chief School Administrator shall determine when the child shall return to the regular education program.

Potential Dropouts

While statute requires attendance of each pupil only until 16 years of age, it is in the best interests of both pupils and the community that they complete the educational program that will equip them with skills and increase their chances for a successful and fulfilling life beyond the schools.

The Board directs that whenever a pupil wishes to withdraw, or has been identified as

a potential withdrawal, effort should be made to determine the underlying reason and the resources of the district should be used to assist the pupil in reaching his/her career goals. No pupil under the age of 18 will be permitted to withdraw without the written consent of a parent/guardian.

The Chief School Administrator shall develop procedures for withdrawal from school that:

- A. Make counseling services available to any pupil who wishes to withdraw;
- B. Make every effort to satisfy the pupil's future educational needs;
- C. Help the pupil define his/her own educational life goals and help plan the realization of those goals;
- D. Inform the pupil of the high school equivalency program;
- E. Point out to the pupil the opportunities available in the armed forces.

Legal References:

N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:37-1 et seq. Discipline of pupils
N.J.S.A. 18A:38-1, -25 Attendance at school free of charge ...
N.J.S.A. 18A:54-20 Powers of board (county vocational schools)
N.J.A.C. 6A:8-5.1 Graduation requirements
N.J.A.C. 6A:8-5.2 High school diplomas
N.J.A.C. 6A:10A-3.1 et seq School district-led standards-based instruction
N.J.A.C. 6A:10A-4.1 et seq Role of Abbott district board of education
N.J.A.C. 6A:14-1.1 et seq. Special Education
N.J.A.C. 6A:16-5.5 Removal of students from general education for firearms offense
N.J.A.C. 6A:16-5.6 Removal of students from general education for assaults with weapons
N.J.A.C. 6A:16-9.1 et seq. Alternative Education Programs
N.J.A.C. 6A:16-10.1 et seq. Home or Out-of-School Instruction for General Education Students
N.J.A.C. 6A:30-1.4 Evaluation process for the annual review
N.J.A.C. 6A:32-13.1 et seq. Student Behavior

State v. Vaughn, 44 N.J. 142, 1965

State v. Massa, 95 N.J. Super. 382, 1967

20 USCA Section 8921 Gun Free Schools Act

Manual for the Evaluation of Local School Districts

Cross References:

5113 Absences and excuses
5114 Suspension and expulsion
5119 Transfers
5131 Conduct/discipline
5131.7 Weapons and dangerous instruments
5134 Married/pregnant pupils
6142.2 English as a second language; bilingual programs
6142.12 Career education
6164.2 Guidance services
6164.4 Child study team
6171.4 Special education
6173 Home instruction

Approved: June 30, 1997

Revised: November 17, 2008

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: HOME INSTRUCTION/BEDSIDE INSTRUCTION

To provide uninterrupted education for pupils unable to attend their regular classes because of illness, disability, court order or administrative action, the Board of Education shall provide away-from-school instruction when proper application has been made and subject to the following restrictions:

- A. The period of absence must be expected to be longer than two weeks except in special circumstances.
- B. A parent/guardian or appropriate adult authority must be within call during the period of instruction.
- C. In cases of illness or disability, medical certification is required both of the necessity for the pupil's absence and his/her fitness to benefit from the instruction.

Each case must be approved by Board action; all proper legal procedures must be followed; all requirements for receipt of state aid must be fulfilled.

The Board shall provide home or out-of-school instructional services no later than five (5) days after the student has left the general education program.

The Chief School Administrator shall delegate/ select the instructors and oversee coordination between the home instructor and the regular classroom teacher in determining the pupil's instructional program. The home or out-of-school instructional services shall meet the minimum standards that are specified in N.J.A.C. 6A:16-10.2 (d) including but not limited to:

- 1. The school district shall develop an Individualized Program Plan (IPP) for delivery of instruction and maintain a record of delivery of instructional services and student progress,
- 2. The teacher providing instruction shall be appropriately certified,
- 3. The teacher shall provide one-on-one instruction with no fewer than 10 hours each week on three separate days and no fewer than 10 additional hours per week of guided learning experience.
- 4. The instruction shall meet the Core Curriculum Content Standards.

A pupil receiving home instruction is not considered absent.

Legal References:

N.J.A.C. 6A:14-1.1 et seq. Special education

N.J.A.C. 6A:16-4.3 Reporting, notification and examination procedures for students suspected of being under the influence of alcohol or other drugs

N.J.A.C. 6A:16-5.5 Removal of students from general education for firearms offenses

N.J.A.C. 6A:16-5.6 Removal of students from general education for assaults with weapons offenses

N.J.A.C. 6A:16-10.1 et seq. Home or Out-of-School Instruction for General Education Students

N.J.A.C. 8:61-1.1 Attendance at school by pupils or adults infected by Human Immunodeficiency Virus (HIV)

H.A. v. Board of Education Warren Hills Regional, 1976 S.L.D. 336

Plainfield Board of Education v. Cooperman, 105 NJ 587 (1987)

Somerset County Educational Services Commission v. North Plainfield Board of Education 1999 S.L.D. September 7 State in re G.S. 330 N.J. Super. 338 (Ch. Div. 2000)

Cross References:

4112.2 Certification

5113 Absences and excuses

5114 Suspension and expulsion

5131 Conduct/discipline

5131.6 Drugs, alcohol, tobacco (substance abuse)

5131.7 Weapons and dangerous instruments

5134 Married/pregnant pupils

5141.2 Illness

6146 Graduation requirements

6164.2 Guidance services

6164.4 Child study team

6171.4 Special education

6172 Alternative educational programs

Approved: April 27, 1987

Revised: June 30 1997

Revised: November 17, 2008

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: EARLY CHILDHOOD EDUCATION/PRESCHOOL

The Board of Education believes that preschool educational experiences contribute to later academic success for all children. Therefore, within the limits of the budget and as required by law, the Chief School Administrator shall recommend to the Board for approval programs designed for district children under the age required for regular admission. Programs shall address the needs of children who have been identified as requiring special education, as well as of those who have not been so identified.

The Chief School Administrator shall direct development of approved preschool programs. He/she shall ensure adherence to all applicable laws and regulations in pursuing funding at the federal and state levels, as well as from private sources.

Implementing procedures shall address the following:

- A. The preschool curriculum shall consist of developmentally appropriate experiences that provide each child with individual opportunities to develop positive self-esteem, social/emotional growth, language skills, motor development and conceptual skill development.
- B. All preschool programs sponsored by this Board shall be consistent with the overall philosophy of the school district and aligned with the Core Curriculum Content Standards. They shall be coordinated with other relevant district programs such as special education and Title I and articulated with the K-12 curriculum.
- C. Each preschool classroom shall be assigned at least one certificated teacher with required training or experience with young children, as described in administrative code. Class sizes shall not exceed limits defined in the code.
- D. Proof of immunizations against communicable diseases and examinations shall be in accord with requirements for kindergarten and first grade admission (see Policy 5111: Admission).
- E. Programs shall be designed to include parents/guardians as active participants and provide them with meaningful opportunities to be involved in the educational experiences of their children.
- F. Preschool classes may serve as laboratories for training teachers in cooperative agreements with colleges or universities.

- G. Opportunities may be provided for high school students to participate in laboratory experiences to enhance their understanding of child development and preschool curricula in the interest of future child rearing and for exploration of careers in early childhood education.

Legal References:

N.J.S.A. 18A:7F-16 Early childhood program aid; distribution
N.J.S.A. 18A:44-4 Funding of Preschool programs
N.J.A.C. 6A:8-2.1 Authority for educational goals and standards
N.J.A.C. 6A:8-2.3 Authority for requirement to establish early childhood education programs
N.J.A.C. 6A:8-3.4 Requirements for early childhood education programs
N.J.A.C. 6A:9-6.1 Standard certificate
N.J.A.C. 6A:9-8.1 Requirements for certificates of eligibility
N.J.A.C. 6A:9-9.2 Endorsements and authorizations
N.J.A.C. 6A:10A-2.1 through -2.4 Preschool Program
N.J.A.C. 6A:23-5.4 Early Childhood Program Aid
N.J.A.C. 6A:26-3.11 ECPA district community early childhood educational facilities projects
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
N.J.A.C. 6A:32-8.3 School attendance

Manual for the Evaluation of Local School Districts

Cross References:

1410 Local units
1600 Relations between other entities and the district
3220/3230 State funds/federal funds
3541.1 Transportation routes and services
5020 Role of parents/guardians
5111 Admission
5141.3 Health examinations and immunizations
6010 Goals and objectives
6122 Articulation
6141 Curriculum design/development
6151 Class size
6171.3 At-risk and Title 1
6171.4 Special education
7110 Long-range facilities planning

Approved: November 17, 2008

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: EVALUATION OF THE INSTRUCTIONAL PROGRAM

The Board directs the Chief School Administrator to develop and implement a systematic short-range and long-range plan for the continuing assessment of the progress of the educational program toward the goals established by the district. To this end, he/she shall recommend tests and methods indicated by his/her best professional judgment.

The Board reserves the right to review each test and to approve those that serve a legitimate purpose without infringing upon the personal rights of the pupils or their parents/guardians. The results of any evaluation may be released by the Chief School Administrator using district-wide data. Parents/guardians may obtain an explanation of the results of their child's test from qualified school personnel.

The Chief School Administrator shall annually recommend improvements in the program and staff based upon the evaluation of the district's program. He/she will ensure that all required data is submitted to the Commissioner for inclusion in the school report card.

The Board will cooperate with the Commissioner in the conduct of such state-wide assessment programs as are required by the State Board of Education and shall use the data gained thereby toward the improvement of the schools of this district.

Legal References:

N.J.S.A. 18A:7A-10 Evaluation of performance of each school
N.J.S.A. 18A:7E-2 through -5 School report card program
N.J.A.C. 6A:7-1.4 Responsibilities of the district board of education
N.J.A.C. 6A:8-1.1 et seq. Standards and Assessment
N.J.A.C. 6A:14-4.1(i) General requirements
N.J.A.C. 6A:23-8.3 Commissioner to ensure achievement of the Core Curriculum
Content Standards
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
N.J.A.C. 6A:32-1.2 Definitions

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Manual for the Evaluation of Local School Districts

Cross References:

1000/1010 Concepts and roles in community relations; goals and objectives
1120 Board of education meetings
5120 Assessment of individual needs
5145.4 Equal educational opportunity
6000 Concepts and roles in instruction
6010 Goals and objectives
6011 Thorough and efficient/QEA
6141 Curriculum design/development
6147 Standards of proficiency
6171.4 Special education

Approved: August 28 1987

Revised: June 30 1997

Revised: November 17, 2008

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: LONG-RANGE FACILITIES PLANNING

To ensure that district facilities will be able to meet the future needs of the educational program, the Board directs the Chief School Administrator to develop procedures for collecting relevant information, including but not limited to:

- A. The changing educational needs of the district;
- B. Relations with the total community;
- C. Plant and site aesthetics;
- D. Changing makeup of district population as to age distribution, educational levels, etc.;
- E. Community planning and zoning;
- F. Financial ability of the school district;
- G. Safety and welfare of pupils;
- H. True economy reflecting full value for each tax dollar expended;
- I. Optimum access for disabled pupils;
- J. Relationship between projected new facilities and those already in existence.

Planning for major rehabilitation and remodeling will be incorporated into the school district master plan on a scheduled basis.

Substandard Facilities

All existing school facilities will be evaluated annually for their suitability to current district needs. Any facilities found to be substandard according to the administrative code shall be corrected as quickly as possible in compliance with law.

Legal References:

N.J.S.A. 18A:7F-7 Appropriation by school district of undesignated fund balance; amounts allowable

N.J.S.A. 18A:7F-26 Distribution of state aid for facilities
N.J.S.A. 18A:7G-1 through -44 et al. Educational Facilities Construction and Financing Act
N.J.S.A. 18A:11-2 Power to sue and be sued; report; census of school children
N.J.S.A. 18A:33-1 District to furnish suitable facilities; adoption of courses of study
N.J.S.A. 18A:33-1.1 Substandard facility; approval; inspection; abandonment
N.J.A.C. 5:23-1.1 et seq. Uniform Construction Code
N.J.A.C. 5:23-7.1 et seq. Barrier Free Subcode
N.J.A.C. 6A:10A-1.1 et seq. Improving Standards-Driven Instruction and Literacy and Increasing Efficiency in Abbott School Districts
N.J.A.C. 6A:23-8.1 et seq. Annual Budget Development, Review and Approval
N.J.A.C. 6A:25-1.1 et seq. Qualified Zone Academy Bond Program
N.J.A.C. 6A:26-1.1 et seq. Educational Facilities
N.J.A.C. 6A:30-1.4 Evaluation process for the annual review
N.J.A.C. 6A:32-8.1 et seq. Attendance and Pupil Accounting
N.J.A.C. 6A: 32-12.1 Reporting requirements
N.J.A.C. 6A: 32-12.2 School level-planning
N.J.A.C. 6A: 32-14.1 Review of mandated programs and services

Manual for the Evaluation of Local School Districts

Cross References:

2240 Research, evaluation and planning
2255 Action planning for T&E certification
3100 Budget planning, preparation and adoption
3220/3230 State funds; federal funds
3260/3270 Sale and disposal of books, equipment and supplies; sale, licensing and rental of property
3360 Rental/long-term leasing
7115 Developing educational specifications

Approved: August 28, 1987

Revised: June 30, 1997

Revised: November 17, 2008

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: DEVELOPING EDUCATIONAL SPECIFICATIONS

Educational needs should determine the plan and design of the schools. Therefore, the Chief School Administrator shall develop comprehensive educational specifications for any projected facilities--whether built or altered, owned or leased, temporary or permanent--for consideration by the Board.

In developing the specifications, the Chief School Administrator shall draw on recommendations of citizens, professionals and support staff, pupils, and other appropriate sources. The factors on which the specifications are based shall include but not be limited to:

- A. The plan of school organization and estimated size and type of enrollment in the proposed facility;
- B. Provisions for the disabled;
- C. Space requirements for all functions, including an indication of relative locations of various spaces;
- D. Desired layout of special areas and the equipment needed for such areas;
- E. Mechanical features and special finishes desired;
- F. Standard codes and regulations (school district, community, county, and state) affecting planning;
- G. Other requirements under existing law and regulation;
- H. Pertinent budget and related factors.

The Board needs the specifications to:

- A. Clarify and consolidate the thinking of the administration, the Board, and the community on the needs, desires, and objectives of the educational program to be conducted within the proposed new facility;
- B. Organize this important information in a manner that can be easily and clearly interpreted by the architect.

Legal References:

N.J.S.A. 18A:7G-1 through -44 et al. Educational Facilities Construction and Financing Act
N.J.S.A. 18A:18A-16 Preparation and approval of plans and specifications for public schoolhouses
N.J.S.A. 18A:18A-16.1 Regulations; construction standards for school buildings
N.J.S.A. 18A:18A-17 Facilities for handicapped persons
N.J.S.A. 18A:33-1 District to furnish suitable facilities; adoption of courses of study
N.J.S.A. 18A:46-13 Types of facilities and programs
N.J.S.A. 18A:46-14 Enumeration of facilities and programs
N.J.S.A. 18A:46-15 Facilities and programs; approval by commissioner; special classes for handicapped children; review; improvement
N.J.A.C. 5:23-7.1 et seq. Barrier Free Subcode
N.J.A.C. 6A:26-1.1 et seq. Educational Facilities

29 U.S.C.A. 794 et seq. - Section 504 of the Rehabilitation Act of 1973

42 U.S.C.A. 12101 et seq. - Americans with Disabilities Act (ADA)

Manual for the Evaluation of Local School Districts

Cross References:

2240 Research, evaluation and planning
7110 Long-range facilities planning

Approved: August 28, 1997

Revised: June 30, 1997

Revised: November 17, 2008

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: POLITICAL ACTIVITIES

No printed, written, Xeroxed or any other kind of communication which, in any way in any part thereof, promotes, favors or opposes the candidacy of any candidate for election at any election conducted pursuant to the provisions of law may be distributed by the students or to the students as stated below. This is true for any general or municipal or school election whenever any question shall be pursuant to law. Also prohibited is any kind of literature that in any way, in any part of, promotes, favors or opposes the adoption of any bond issue proposal or other public question submitted at any general or municipal or school election. Nor shall such material be given to any public school pupil in any public school building, or on the grounds thereof, for the purpose of having the pupil take such matter to his home or distribute it to any person outside the school building or the grounds thereof.

Nor shall officials or employees of public schools request or direct pupils to engage in activities which promote, favor or oppose any bond issue proposal or other public questions submitted at any general or municipal or school election.

Approved: August 28, 1989

Revised: June 30, 1997

Revised:

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: GIFTS TO SCHOOL PERSONNEL

The Springfield Board of Education recognizes that it is a natural impulse to give something tangible as a token of thanks or affection. However, in the relationship between staff members and their students, the public, or vendors, it is necessary to define "token", and to specify the situations in which even token gifts are acceptable.

The Board desires staff members to instruct their students to express their appreciation to staff in letters or drawings rather than gifts. Staff members are discouraged from giving even token gifts to students in recognition of achievement or for occasions of personal importance. As with student gifts to teachers, staff is encouraged instead to acknowledge such occasions for congratulation with a card or letter.

The Board may approve specific acts of generosity to an individual staff member (in his/her capacity of staff member) in special situations such as a community presentation, after the Superintendent has discussed this policy with the sponsoring group.

In no case may a staff member accept cash or its equivalent as an acknowledgement of his/her function as staff member.

Law prohibits outright gifts from the Board to retiring staff members. Nevertheless, they may be permitted if tied to services rendered and intended as a form of compensation.

Acceptance of Gifts

All employees of the district are prohibited from accepting items of material value from companies or organizations doing business with the school district. Exception to this policy is the acceptance of minor items which are generally distributed by companies or organizations through their regular public relations programs.

No employee of the school district is to accept any commission or gift from individuals or companies seeking to sell equipment to our schools. This includes materials for construction, repairs, maintenance of the school plant, for the conducting of pupil classes, and for materials and supplies used in school organizations, such as clubs, class activities, and so forth. The Board shall consider as always welcome the writing of letters to the Board or its staff expressing gratitude or appreciation.

Approved: August 28, 1989
Revised: June 30, 1997
Revised:

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: CONCEPT AND ROLES IN PERSONNEL

The personnel policies of a school district are an essential part of the program of public education in a community. The philosophy of a school district and the community is generally reflected in these policies.

Through its personnel policies, the Board of Education wishes to establish conditions that will attract and hold the highest qualified personnel who will devote themselves to the education and welfare of our students.

Before any new position is established the Superintendent shall present for the Board's approval a job description for the position which specifies qualifications, performance responsibilities, and the method by which the performance of these responsibilities will be evaluated.

The Superintendent shall recommend candidates for appointment by the Board.

The Board directs the Superintendent or designee to maintain comprehensive and timely collections of job descriptions for all professional staff and support positions.

The Superintendent or his/her designee shall be responsible for supervision and evaluation of employees.

Approved: August 28, 1989

Revised: June 30, 1979

Revised:

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: PERSONNEL/CERTIFICATED STAFF SALARY ADJUSTMENTS

The Board of Education shall adopt salary guides.

All advancement on the schedule, including annual increments and raises as set forth in the salary schedule now in effect, and as the same may be adopted from time to time by the Board of Education, shall not be considered automatic advancement on any such column shall require favorable reports covering the professional competence, the performance of duties assigned and record of attendance of each employee by the Superintendent and those charged with supervisory responsibility, and approval by the Board of Education. All advancement on the salary guide shall be in accordance with an individual's training level and years of experience. Such advancement is not to exceed one (1) full step per year. Movement from the 5th (M.A.) year salary level column to the 6th year level is based on 30 credits beyond the M.A.

Up to October 1, proof of attaining higher salary status will raise the rate of pay retroactive for that school year starting September 1. To plan for the budget, the certificated employee must notify the Superintendent or designee by November 1 if a higher salary status is contemplated within one year. To achieve a higher guide status starting February 1, proof must be submitted by January 15.

Cross References:

4131/4131.1 Staff Development

Approved: August 28, 1989

Revised: June 30, 1997

Revised:

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: ADOLESCENT SUICIDE AWARENESS AND PREVENTION PROGRAMS

The Springfield Board of Education believes the physical and mental well being of all pupils must be maintained as a prerequisite to achievement through the formal educational process. Recognizing that the incidence of adolescent suicide is on the rise and that suicide is the number two killer of young people between the ages of 15 and 24, the Board wishes to insure that appropriate awareness and prevention programs are initiated and continued in the Springfield School District.

Because it believes that the entire staff of the Springfield School District, as well as the pupils, can benefit from and contribute toward the prevention of adolescent suicide, and that the success of such an effort depends to a large extent upon the understanding and support of the total community, the Springfield Board of Education directs the Chief School Administrator to develop and implement a comprehensive and continuing adolescent suicide awareness and prevention program for the entire school community. Since the necessary professional expertise to carry out such a program may not be adequately available within the school system, it also directs the Chief School Administrator to identify a community mental health agency able to provide the necessary assistance and to establish a continuing cooperative relationship with them in this effort. *Certificated staff must receive two hours of training every five years in compliance with New Jersey statute.*

The Springfield Board of Education directs that the program developed help the school staff, parents/guardians and pupils to:

1. Understand the developmental stages of adolescence and the causes of teen suicide
2. Recognize the early warning signs of adolescent suicide
3. Learn how to help in a suicidal crisis
4. Identify community resources and procedures that can help a suicidal person

The Chief School Administrator shall also develop appropriate administrative regulations and procedures for the implementation of the program and insure their dissemination to staff, pupils and parents/guardians.

Legal References:

N.J.S.A. 18A:11-1
N.J.S.A. 30:9A-12
N.J.A.C. 6:804.4

Cross References:

3516 Safety

4131/4231 Staff development

5020 Individual needs assessment

5113 Absences and Excuses

5141.2 Illness

5141.21 Administration of medication

5145.12 Search and seizure

6114 Emergencies

6164.2 Guidance services

Approved: March 4, 1992

Revised: June 30, 1997

Revised:

**SPRINGFIELD PUBLIC SCHOOLS
SPRINGFIELD, NEW JERSEY 07081**

POLICY: HARASSMENT, INTIMIDATION, BULLYING AND HAZING

Acts of harassment, intimidation or bullying may be a pupil exercising power and control over another pupil, in either isolated incidents (e.g., intimidation, harassment) or patterns of harassing or intimidating behavior (e.g., bullying).

“Harassment, intimidation or bullying” is defined as any gesture or written, verbal or physical act or any electronic communication that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory handicap, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function or on a school bus and that:

A. A reasonable person should know, under the circumstances, will have the effect of harming a pupil or damaging the pupil’s property, or placing a pupil in reasonable fear of harm to his/her person or damage to his/her property; or

B. Has the effect of insulting or demeaning any pupil or group of pupils in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.

Expected Behavior

The Board expects pupils to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with a proper regard for the rights and welfare of other pupils and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.

The Board believes that standards for pupil behavior must be set cooperatively through interaction among the pupils, parent(s) or legal guardian(s), staff and community members, producing an atmosphere that encourages pupils to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school district and community property on the part of pupils, staff and community members.

The Board believes the best discipline is self-imposed, and it is the responsibility of school district staff to use disciplinary situations as opportunities to help pupils learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with pupils shall apply the best practices designed to prevent discipline problems and encourage pupils’ abilities to grow in self-discipline.

General guidelines for pupil conduct will be developed by the Superintendent in conjunction with school staff, and approved by the Board. These guidelines will be developed based on accepted core ethical values from broad community involvement with input from parent(s) or legal guardian(s) and other community representatives, school employees, volunteers, pupils and administrators. These guidelines for pupil conduct will be suited to the age level of the pupils and the mission and physical facilities of the individual school(s) in the district. This policy requires all pupils in the district to adhere to these rules and guidelines and to submit to such disciplinary measures as are appropriately assigned for infraction of these rules and guidelines.

The district prohibits active and passive support for harassment, intimidation or bullying. Pupils are encouraged to support other pupils who walk away from these acts when they see them, constructively attempt to stop them, and report these acts to the Building Principal or his/her designee. The district prohibits all types of bias based harassment.

Pupils are required to conform to reasonable standards of socially acceptable behavior; respect the person, property and rights of others; obey constituted authority; and respond to school district teaching, support and administrative staff. Each school Principal will develop and provide a school-based program for appropriate recognition for positive reinforcement for good conduct, self-discipline, and good citizenship and academic success.

The Superintendent will provide annually to pupils and their parent(s) or legal guardian(s) the rules of the district regarding pupil conduct, pupil's due process and other rights. This policy will appear in all publications of the district's comprehensive rules, procedures and standards of conduct for school(s) within the district, including pupil handbooks *and the district website*. Provisions will be made for informing parent(s) or legal guardian(s) whose primary language is other than English.

Consequences and Appropriate Remedial Actions

The following factors will be considered in determining the appropriate response to pupils who commit one or more acts of harassment, intimidation or bullying:

1. The developmental and maturity levels of the parties involved;
2. The levels of harm;
3. The surrounding circumstances;
4. The nature of the behavior (s);
5. Past incidences or continuing patterns of behavior;
6. The relationships between the parties involved; and
7. The context in which the alleged incidents occurred.

Concluding whether a particular action or incident constitutes a violation of this Policy requires a determination based on all of the facts and surrounding circumstances.

An appropriate consequence will be determined after meaningful consideration of these factors. The appropriate consequence will be consistent with the case law, Federal and State statutes, and district/school policies and regulations.

Reporting Procedure

Complaints alleging violations of this Policy shall be reported to the Principal or his/her designee. All school employees are required to report alleged violations of this Policy to the Principal or his/her designee. All other members of the school community, including pupils, parent(s) or legal guardian(s), volunteers and visitors are encouraged to report any act that may be a violation of this Policy. While submission of an Incident Report Form to the Principal or his/her designee is not required, the reporting party is encouraged to use the Incident Report Form available from the Principal of each building or available at the school district office. Oral reports will also be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of anonymous report.

Investigation

The Principal or his/her designee is responsible for determining whether an alleged act constitutes a violation of this Policy. The Principal or his/her designee shall conduct a prompt, thorough and complete investigation of the alleged incident. The Principal or his/her designee will maintain a record of each investigation regarding allegations of harassment, intimidation and bullying.

Response to Incident of Harassment, Intimidation or Bullying

Some acts of harassment, intimidation or bullying may be isolated incidents requiring the school respond appropriately to the individual(s) committing the acts. Other acts may be so serious or part of a larger pattern of harassment, intimidation or bullying that require a response either at the classroom, school building or school district level or by law enforcement officials.

Consequences and appropriate remedial actions for pupils who commit an act of harassment, intimidation or bullying range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils. In considering whether a response beyond the individual level is appropriate, the administrator will consider the nature and circumstances of the act, the level of harm, the nature of the behavior, past incidences, past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred. The school district's responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based bullying prevention program models, to training for certificated and non-certificated staff. The district's responses may include participation of parent(s) or legal guardian(s) and other community actions the context of acceptable student behavior or the consequences of such actions and involvement of law enforcement officers, including school resource officers.

Services to Victims of Harassment

The Springfield School District will provide support for victims of harassment, intimidation or bullying. The Chief School Administrator or his/her designee will identify a range of strategies and resources (e.g., counseling, teacher aides, hallway and playground monitors, mediators, schedule changes, school transfers, before- and after-school and/or school transportation supervision, therapy) that will be available to individual victims of harassment, intimidation and bullying and will respond in a manner that provides relief to victims and does not stigmatize victims or further their sense of persecution. Social skills training provided for all students is an example of a school or a school district-wide response for addressing victimization.

Reprisal or Retaliation Prohibited

The school district prohibits reprisal or retaliation against any person who reports an act of harassment, intimidation or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Principal or his/her designee after consideration of the nature and circumstances of the act, in accordance with case law, Federal and State statutes and regulations and district policies and procedures.

Consequences for False Accusation

Consequences and appropriate remedial action for a pupil found to have falsely accused another as a means of harassment, intimidation or bullying range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils.

Consequences and appropriate remedial actions for a school employee found to have falsely accused another, as a means of harassment, intimidation or bullying shall be disciplined in accordance with district policies and procedures.

Consequences and appropriate remedial action for a visitor or volunteer, found to have falsely accused another as a means of harassment, intimidation or bullying shall be determined by the Principal or his/her designee, after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

Policy Publication

This Policy will be disseminated annually to all school staff, pupils, parent(s) or legal guardian(s), along with a statement explaining the Policy applies to all acts of harassment, intimidation and bullying that occur on school property, at school sponsored functions or on a school bus. *This policy will also appear on the district website as directed by statute.*

The Superintendent shall develop an annual process for the Principal(s) to discuss the school district's policy on harassment, intimidation and bullying with pupils.

Harassment, Intimidation and Bullying Prevention Programs

Pursuant to N.J.S.A. 18A:37-17.c., information regarding the district's Harassment, Intimidation and Bullying Policy shall be incorporated into a schools' employee training program.

Pursuant to N.J.S.A. 18A:37-17a., the district will establish bullying prevention programs, and other initiatives involving school staff, pupils, administrators, volunteers, parent(s) or legal guardian(s), law enforcement and community members in developing such programs and initiatives.

Pursuant to N.J.S.A. 18A:37-17.b., the district is encouraged to, and to the extent funds are appropriated for these purposes, provide training on the school district's harassment, intimidation and bullying policies to school employees and volunteers who have significant contact with pupils and develop a process for discussing the school district's harassment, intimidation and bullying policies with pupils.

Pursuant to N.J.S.A. 18A:37-19, the school district may apply to the Commissioner of Education for additional costs due to the implementation of the provisions of N.J.S.A. 18A:37-13 through N.J.S.A. 18A:37-18.

Legal Reference:

N.J.S.A. 18A:37-13 through 18A:37-19
N.J.A.C. 6A:16-7.9 et seq.

Adopted: August 25, 2003
Revised: February 28, 2008
Revised:

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: SCHOOL INTEGRATED PEST MANAGEMENT PLAN

The New Jersey School Integrated Pest Management Act of 2002 requires school districts to implement a school integrated pest management policy that includes an Integrated Pest Management Plan. In accordance with the requirements of the Act, the Board shall ensure implementation of the Integrated Pest Management Plan (IPM) procedures to control pests and minimize exposure of children, faculty and staff to pesticides. These procedures shall be applicable to all school property in the Springfield School District.

IPM Coordinator (IPMC)

The Supervisor of Facilities and Support Services shall be designated as the district's Integrated Pest Management Coordinator (IPMC) and is responsible for the implementation of the school integrated pest management policy.

Integrated Pest Management Procedures in Schools

Implementation of IPM procedures will determine when to control pests and whether to use mechanical, physical, cultural, biological or chemical methods. Applying IPM principles prevents unacceptable levels of pest damage by the most economical means and with the least possible hazard to people, property and the environment.

The IPMC shall consider the full range of management options, including no action at all. Non-pesticide pest management methods are to be used whenever possible. The choice of using a pesticide shall be based on a review of all available options and a determination that these options are not effective or not reasonable. When it is determined that a pesticide must be used, low impact pesticides and methods are preferred and shall be considered for use first.

Development of IPM plans

The Superintendent, in collaboration with the school building principals and the IPMC, shall be responsible for the development of the IPM plan for the school district. The school district's IMP plan is a blueprint of how the school district will manage pests through IPM methods. The school district's IPM plan will state the school district's goals regarding the management of pests and the use of pesticides for all school district property. The plan will reflect the school district's site-specific needs and a description of how each component of the school district's Integrated Management Policy and Regulation will be implemented for all school property.

Education/Training

The school community will be educated about the potential pest problems and IPM methods used to achieve the pest management objectives.

The IPMC, other school staff, and pesticide applicators involved with implementation of the district's IPM policy will be trained in appropriate components of IPM as it pertains to the school environment.

Students and parents/legal guardians will be provided information on the policy and instructed on how they can contribute to the success of the IPM program.

Recordkeeping

Records of pesticide use shall be maintained on site to meet the requirements of the State regulatory agency and the Board.

Records shall also include, but are not limited to, pest surveillance data sheets and other non-pesticide pest management methods and practices utilized.

Notification/Posting

The building principal of each school, working with the IMPC, is responsible for timely notification to students, parents or legal guardians and the school staff of pesticide treatments pursuant to the School Integrated Pest Management Act.

Re-entry

Re-entry to a pesticide treated area shall conform to the requirements of the School Integrated Pest Management Act.

Pesticide Applicators

The IPMC shall ensure that applicators follow state regulations, including licensing requirements and label precautions, and must comply with all components of the school Integrated pest Management Policy.

Evaluation

The Superintendent will report annually to the Board on the effectiveness of the IPM plan and make recommendations for improvement as needed.

The school district's Integrated Pest Management Plan, Policy and Regulation shall be implemented not later than June 12, 2004. The Board directs the Superintendent to develop regulations/procedures for the implementation of a School Integrated Pest Management Plan.

Legal References:

N.J.S.A. 13:1F-19 through 13:1F-33.

Approved: March 1, 2004

Revised:

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

VICE-PRESIDENT

The Vice President shall serve for a one-year term, dating from the Organizational Meeting of his/her election until the following Organization Meeting. The Vice President shall assume the duties of the President during the absence or disability of the President and shall perform all further duties as may be delegated upon him/her by direction of the Board, the President, or by virtue of law or the regulations of the Commissioner of Education. *The President shall consult with the Vice President when considering appointment or change of committee members and committee chairs.*

The Vice President may succeed him/herself.

Approved: August 28, 1989

Revised: June 30, 1997

Revised:

**SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081**

COMMITTEE OF THE WHOLE

The Board of Education shall determine matters of policy, decision and expenditures. The duties and responsibilities of the Board shall be, but are not limited to:

1. To set and adopt the policies of the Board
2. To prepare the school budget, submitting same to the voters of the Township of Springfield
3. To authorize payment of bills
4. To approve the course of study and to be familiar with current educational policies
5. To adopt an official yearly calendar
6. To approve purchases of supplies and equipment and to provide for the maintenance of buildings and equipment
7. To appoint teachers and other employees and to fix salaries
8. To arrange for transportation contracts when necessary
9. To establish entrance age and requirements
10. To approve the boundaries of the school attendance areas

Approved: August 28, 1989

Revised: June 30, 1997

Revised: